

PERSONAL COLUMN

There is something fishy about most completed application forms. The impression they give is of people whose ascent of the slippery pole has been unnaturally smooth. Up and up they have gone, defying grease and gravity, with no hint of back-sliding.

If the whole truth were out, the results could be devastating. Take my own case: "Failed", it says here. I can imagine the chairman remarking at my interview for a first teaching post: "Why are we supposed to employ you when the Royal Army Education Corps turned you down?"

Of course, I would have done my best. The whole thing, Mr Chairman, was a complete misunderstanding. At a crucial stage in the test to determine whether I was competent to teach other soldiers to read and write, they gave us these metal bits to put together into an adjustable spanner. I finished fast but must have lost concentration on the way. So it was that when the sergeant came round and twiddled my spanner he put a large cross against my name.

"Yours doesn't adjust, lad," said the sergeant. "It's stuck open."

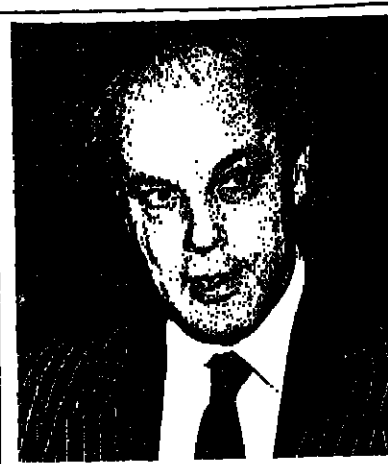
"Just ajar, sergeant?" I had offered; but they put me back on the train to Aldershot.

"We'll be in touch," I suspect that chairman of the panel would have said, after this and a series of other slips had been considered. As it was, lulled by the pluses I had put on the application form and the minuses I carefully had not, he let me through.

And a few years later came an at-all-costs-to-be-kept-off-the-form-disaster. After two years of being shouted at in educational administration, I decided on retreat. A coffee and biscuit interview led to a lectureship in secondary education at Cambridge being offered and accepted.

On the way back to Northallerton, Cambridge wore off and a form of stomach cramp took its place. The biscuits? Conscience pangs? Anyway, something deep down felt badly wrong.

Next morning I trailed in to see Frank Barracough, my chief education officer, to confess that I did not want to go. "But I said I would, so I suppose I must," I concluded. Barracough enjoyed gale-force denun-



PETER NEWSAM

Panel games

'The most important people we conceal our failures from are not potential employers, but ourselves'

ciation and he finally rounded this one off with something like: "And now you stand there, in those awful shoes, supposing you are God's gift to Cambridge. Do you think for one moment they would want you there, snivelling on about how much you wish you were somewhere else? Do you?"

Eventually, he stabbed his way through the telephone dialling system to the institute. What possible excuse, I wondered, could he offer on my behalf? I need not have bothered. "Jones," he announced without any preliminaries, "Newsam doesn't want your bloody job." Agitated sounds developed at the other end on which he put the phone down with "There's a letter in the post."

"At least you should be able to get that right," was the remark that hit me on the back of the neck as I went off to write it.

Within a month, further material to be kept off the application form accrued. This time it was the headship of a small secondary-modern school with a boarding side to it. After some routine exchanges in the early part of the interview, I ran into one of those governors who seems to believe that the information the candidate has supplied on the form has been compiled by someone else.

Furthermore, this someone else is taken to be privy to damaging information the candidate is trying to conceal. The task, this

species of governor believes, is therefore to extract the truth from the reluctant witness. Hence the forensic style and hence: "May I put it to you, Mr Newsam, that you are not actually teaching these days?"

Questions of this kind, I have since noticed, are far too busy attracting the attention of fellow-governors to the remorseless logic they are about to deploy to pay any attention to the answers they receive to their questions. "And, therefore, though this is a boarding school, you are not teaching in such a school at this precise moment?" There is no civil answer to this line of questioning and the journey home was quite as uncomfortable as the one from Cambridge.

Six months later I was appointed assistant director for primary schools in Cumberland. But what would have happened if, instead of staying silent when asked if I had "anything to add to my application", I had piped up with:

"I forgot to mention that the depth of my commitment to educational administration can be measured by the fact that the last two jobs I have applied for have reflected an earnest desire to get out of it. For the first, I was accepted but, when all the other candidates had been sent home, I turned it down. For the second . . ."

"We'll be in touch", I suspect would have been the very reasonable response to that.

In youth, what we can do is usually more important than what we cannot. But once we are launched into employment our failures tend to be more revealing than our successes. This is one reason why those failures do not appear on an application form.

A second reason is less obvious. Were you, for example, taken in by that adjustable spanner story, that twinge of conscience in the train, that bizarre governor? What is common to all of them is that they show failure in a remarkably rosy light. Sir sergeant; good old conscience; oafish governor, you are to understand. But in the real world people are rarely turned down on one unimportant item in a test; and conscience twinges are an over-kind way to describe the irresolute muddle leading up to them; no does one fat-headed governor usually determine the result of an interview.

But all these things are convenient to believe on the train home so that, as in the fairy tale, we may live happily ever after. Not easily the most important persons we conceal our failures from are not those potential employers. Employers come and go; but we have to live with us for as long as we are. That is why there is something fishy about most completed application forms.

NEXT WEEK

Conference season
TES staff report from the SHA, AMMA and NCPTA conferences

Over the wall
A TES survey reveals the drain of shortage subject teachers to industry. Plus interviews with the 'Escape Committee' and the ones who got away

All Darwinians now
John Weightman on Richard Dawkins' latest essay on God

Summing up
A look at the latest calculations of 'hand-held computers'

Extra: Geography

THE TIMES

Educational Supplement

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TES survey charts resignations from profession

Physics teachers fall out fastest

by James Meikle

Physics teachers are leaving the profession at a rate of more than twice the rate of their colleagues, a TES survey indicates this week.

About 350 of them have probably changed careers in the past year - a drop-out rate of 4 to 5 per cent - and the picture may be much worse.

Some schools in our survey did not specify whether science-teachers leave physics or not. The drift from other shortage subject areas, maths and craft, design and technology, may be no higher than the national average for all teachers - at least when it comes to switching jobs. On the basis of a quick, and less than scientific, questionnaire, *The TES* estimates that in the past 12 months, about 4,400 secondary school teachers in England, Wales and Northern Ireland (just under 2 per cent) have quit their classroom for other forms of employment.

The news will temper euphoria caused by the increase in applicants to be trained in teaching the shortage subjects, reported in *The TES* last week. Demand for science teachers will also rise when the subject's place in the national curriculum has been determined.

The figures are based on replies to a TES questionnaire to 10 per cent of all secondary schools, which received a 70

per cent response. A third of all the teachers said to be leaving taught maths, science and CDT. There were also significant losses of modern languages and PE teachers.

Many are heading for better-paid jobs in industry, commerce and sales. But, like other teachers "going over the wall", a number are risking financial difficulties through becoming self-employed, or going into lower-paid

Survey findings, page 6

jobs, fuelling suggestions that lack of job satisfaction and stress is spreading through the profession.

The questionnaire to heads asked just three questions. "How many of your teaching staff have resigned during the past 12 months? Destination (if known)? Subjects taught?"

In all, 308 teachers in the sample schools, some taking more than one subject, were said to have changed career.

Physical education teachers account for about 10 per cent of all the leavers in our survey, a wastage rate within the subject area of more than 3 per cent. Few were leaving for the obvious attractions of involvement in sports

and leisure centres.

Other destinations included the police and the Church, a calling that attracted about a dozen of all job-changers, maths and science teachers among them.

The TES estimates for the national picture were based solely on responses which detailed teachers leaving for other jobs. We did not count other "wastage" that was frequently mentioned - people taking early retirement (except where another job was specified), quitting for family reasons, including to have children, leaving through bad health, seeking other qualifications at college, or travelling.

Switches to primary teaching are included in national wastage estimates. Government figures for England and Wales suggest this is nearly 8.5 per cent for all secondary schools. The percentage of physics graduates leaving (although others teach the subject) is running at the same level, while the wastage of maths graduates is believed to be nearer 10 per cent.

The TES wrote to every tenth secondary school in England, Wales and Northern Ireland. Of 405 schools contacted, 355 replied, a response rate of more than 70 per cent. Of those, 163, or 46 per cent, reported losing from one to ten teachers to other jobs in the past 12 months.



The taste of defeat . . . and the scent of victory: the war ends for more than 1,000 junior school children who took part in a mock battle at Mountfitchet Castle in Stansted, Essex, last weekend. But the real battle will begin at Eastbourne tomorrow when members of the National Union of Teachers meet for their annual conference.

NOTICEBOARD

No 300 CROSSWORD by R. J. ...

PEOPLE...

Mr Anthony Clark, under-secretary and head of the Teachers Supply and Training Branch at the Department of Education and Science, to be accountant-general in succession to Mr Nicholas Stuart, who has been promoted to deputy secretary. Mr Clive Saville, assistant secretary, will succeed Mr Clark.



Professor Martin Harris, (above) pro vice-chancellor of the University of Salford, to be vice-chancellor of the University of Essex.

Mrs Geraldine Baker, deputy head of South Hampstead high school, to be head of Sydenham high school on the retirement of Miss M Hamilton in January.

CONFERENCES...

April 24-25 Partnerships in music education - Association for the Advancement of Teacher Education in Music conference at Manchester Polytechnic with Leon Crickmore, HMI. Residential fee £27 (£10 Saturday only). Details from Ms D Smithers, 331 A Wightman Road, London N8 0NA.

April 25 The future of radio - a Voice of the Listener conference at the Royal Festival Hall in response to the Government's Green Paper. Details from conference secretary, Voice of the Listener, 101 King's Drive, Gravesend, Kent DA12 5BQ.

April 29 Economics A level revision seminar at Central Hall Westminster with Mr John Oliver, Professor Frank Livesey, Mr Kenneth Baker, Lord Preston and Professor Colin Harbury. Tickets £4.50 from Ivonne Richmond, Education and Training Seminars, 60 South Molton Street, London W1Y 2AX.

April 29 Utilizing the environment in educational studies with visually handicapped people (including geography fieldwork) at Ashorne Hill College, Leamington Spa. Fee £15. Details from the Administrator, RNIB conference centre, 13 Warwick New Road, Leamington Spa CV32 5JB. Tel. 0926 25921.

May 8-9 Parents as partners - British Association for Early Childhood Education conference at the Wessex Hotel, Bournemouth. Fee £20 (£25 non-members). Details from the Secretary, BAEC, Studio 3/2, 140 Tabernacle Street, London EC2A 4SD.

May 12 and June 23 Statements of children's special educational needs for what purpose? - at the University of Lancaster. Details from Education to consider the function and practice of the 1981 Education Act's statementing procedure with Klaus Wedell, Philippa Russell, and

Jennifer Evans. Details from Mandy Lam Hing, Department of child development and educational psychology, 24-27 Woburn Square, London WC1H 0AA. Closing date May 5.

COURSES...

April 12-15 Leadership in primary schools: skills for working together - a national residential course for teachers with management roles in primary education at the school of education, University Park, Nottingham NG7 2RD. Details from Mrs P Hill, course secretary.

April 24-25 Association for the Study of the Curriculum conference with Mr A Clegg, HMI, Mr P Silvester, HMI, Professor Wynne Harlen and Mr B Grady, chief education officer for Salford. Details from Dr David Westwood, Cansfield High School, Old Road, Ashton-in-Makerfield, Wigan W14 9TF.

April 27 Innovations in adult education for students with special educational needs at the National Bureau for Handicapped Students, 336 Brixton Road, London SW9. Fee £15. Details from Lynne Chapman, NBHS.

April 27-May 7 Welfare State International on Street theatre at Hexham, Northumberland. Fee £300 - bursaries may be available. Details from Welfare State International, PO Box 9, Uxerston, Cambridgeshire CB9 9JA before April 30.

EVENTS...

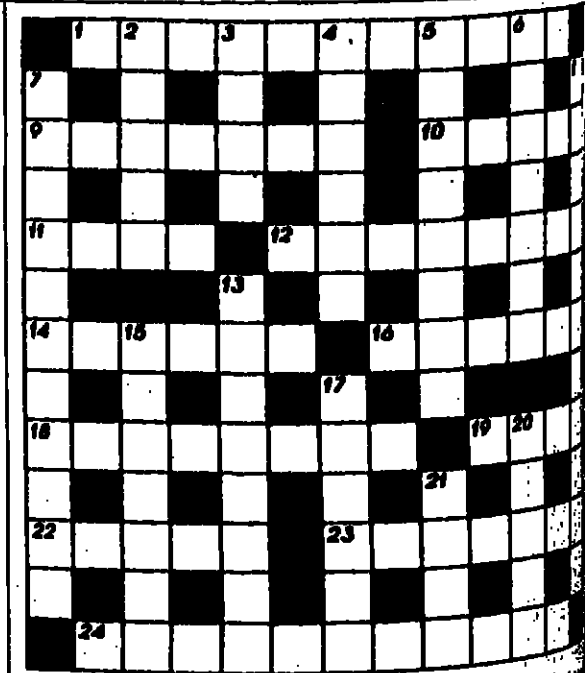
April 10 and 11 Final performances of Junction 10 - a play for Wales presented by Alunwyl community school and Theatre Foundry in the sports hall of Alunwyl school, Princes Avenue, at 7.30pm. Tickets £2. Details 0922 32941.

April 17 Puffin Books poetry day at the Royal Festival Hall London from 10.30am to 4.30pm. Brian Patten, Roger McGough, Kit Wright and Anne Harvey will be among those taking part.

April 24 Henry Morris and the 21st century - the Helen Pease memorial lecture at Impington village college by Andrew Fairbairn. Tickets available free from Sylvia West, Warden, Impington Village College, Impington, Cambridge CB4 4LX.

May 2-9 National Tell a Story Week organized by the Federation of Children's Book Groups. This year's theme is Time and Space. Details from Ian Sanderson, 15 Snodwell Grove, Radcliffe-on-Trent, Nottingham NG12 2ET.

May 8 Open Day at the faculty of modern languages, Cambridge University, with special emphasis on combining further study of a known language and starting a new language (in particular, Danish, Dutch, Greek, Norwegian, Portuguese and Swedish). Details from Dr J Cameron Wilson, Faculty of Modern Languages, Sidgwick Avenue, Cambridge CB3 9JA before April 30.



Across
1 This could make you afraid to go on (5, 6)
9 Novelist to wander around in listless fashion (7)
10 He believes he comes from behind (5)
11 Title for poems (4)
12 Lock controller (4-4)
14 It sounds alarmingly like poison (6)
16 Indigestible food for example back (6)
18 Pass an examination (8)
19 Area of Palestine (4)
20 Possibly eager to correspond (6)
23 A filling meal may not be a good thing when travelling (4-3)
24 Doris has her ingredients for sauce (11)
Down
2 There may be a few (5)
3 A horse for Lady June (4)
4 Oozer floor may turn out to be an armful (6)
5 Succeeds with a will (6)
6 One needs a couple of rings to get this number (7)
7 Informative clue to Diane, perhaps (11)
13 Elevation above the gorge? (8)
15 One is going to say it (7)

Staff 'should choose heads'

by James Meikle and Richard Garner

The incoming president of the National Association of Schoolmasters' Union of Women Teachers is demanding a bigger say for classroom teachers in the selection of headteachers.

Mr Eamonn O'Kane, who will be installed as president next Monday, says this could take the form either of a ballot to elect the head or greater involvement in the selection process.

Meanwhile, an internal union row appears to have shattered hopes of unity at the National Union of Teachers' annual conference, which begins in Eastbourne this weekend.

The union executive's decision to expel three members of its largest branch, the 15,500-strong Inner London Teachers' Association, and to suspend five of its officers from union membership for a year, is likely to create a furor.

Background to the expulsions, page 5. Union conference reports, pages 10 and 11.

Mr O'Kane, who made his comments in an interview with *The TES* before Mr Kenneth Baker's weekend announcement that power over spending should be devolved from local education authorities to headteachers, said that Government measures to increase the authority of heads could lead to staff wanting more say in their appointment.

But, in her present job, as CEO for Walsall, Mrs Tuck has encountered different attitudes. "It was a bit of a shock to the system," she confessed. "I heard I was considered 'fair game' because I lived in a flat on my own." (At weekends she commutes back to Hertfordshire and her husband.)

Mrs Tuck attacked the "workaholic" culture of the male-dominated world

Job change shock for woman CEO

by Diane Spencer

Britain's only woman chief education officer, Mrs Dinah Tuck, has found it a "shock to the system" moving to the male-dominated West Midlands from her former job as deputy education officer in Brent.

Speaking at a seminar for women in education organized by the Industrial Society, she praised her former employers for their "equitable" employment policy, adding: "It is fair: you have a chance to show your merits and women are encouraged to come forward."

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Mrs Tuck attacked the "workaholic" culture of the male-dominated world

of educational administration. "It is totally destructive of home and personal life for men as well as women." It was "an object of pride" to work with as few staff as possible and to all hours. In Brent it was not unusual for a meeting to go on until the small hours.

And if a man ever said he had to leave work early to collect the children it was a sign he was not committed to the job. "This has been true of every authority I've worked for."

She advised women education officers not to get "slotted into what are seen as women's roles: go for finance and property, for example, not special education and nursery."

Not that they were unimportant, but a woman was likely to find herself in a career cul-de-sac if she chose them only on an administrative career.

"Never hand men an easy target," she warned. "The title Ms gets the

politicians going. We have to overcome so many other barriers. It is best to play the system straight down the middle."

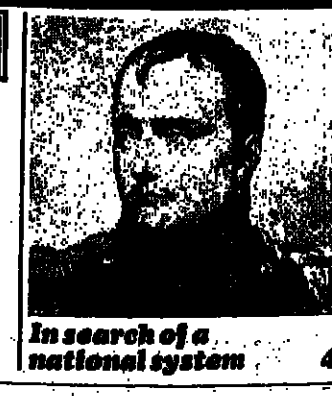
Mrs Pauline Perry, director of South Bank Polytechnic, and Mrs Anne Jones, head of Cranford Community School, Hounslow, extolled the virtues of the "career break", usually seen as a disadvantage.

Both took at least 10 years off to have children, during which time Mrs Perry learned how to get by on four-and-a-half-hours sleep a night.

Mrs Jones said it taught her flexibility, tolerance, stamina and how to cope with stress and uncertainty. Both women emphasized the importance of a positive attitude and self-confidence. "You must believe that you can be the best there is. You don't have to be an imitation as they are always second rate; don't be a second-class man but a first-class woman," said Mrs Perry.

THIS WEEK

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In search of a national system



Conference reports



Through black eyes



God's universe



EXTRA: Geography

PLATFORM



The 1944 reforms are criticized for failing to provide the clear management structure that Bonaparte and the Iron Chancellor bequeathed to France and Germany

Napoleon, Bismarck . . . and Baker

In his exuberant moments Mr Kenneth Baker is wont to demand a national education system. At the North of England Conference earlier this year, he expatiated on the emptiness of the catch-phrase "a national system locally administered" and dubbed the post-1944 education system "maverick", lacking any clear management structure of the kind which Napoleon gave the French and (for pre-1945 days) Bismarck gave the Germans.

The 1944 Education Act was written by civil servants and politicians who were steeped in the traditions of a decentralized system. They had grown up to accept a received wisdom going back far into the previous century which distrusted central direction in educational matters. This distrust was based on strong libertarian principles. They were keenly alert to the dangers of totalitarian control and regarded the diffusion of power and authority as an important safeguard for religious and political freedom. When the school boards were set up for elementary education after 1870 it was only to "fill in the gaps", with a limited, regulatory role for central government.

By 1944, however, the limitations of extreme decentralization had become obvious. The 1944 Education Act was intended to create a strong, not a weak, Ministry of Education. Section One declared emphatically that it was the duty of the Minister "to promote the education of the people . . . and the progressive development of institutions devoted to that purpose and to secure the effective execution by local authorities under his control and direction . . .". If Ministers from the start had tested their powers to the full, things might have developed differently. But for the first 25 years the doctrine of "partnership" prevailed. And by the time this broke down and the Minister took Tameside to court, the judges had hardened their hearts against the "subjective" formula used in Section 99 of the 1944 Act. This had been intended to empower the Minister to issue a direction to a local authority whenever he or she was "satisfied" that it was in default. The judges thought such unbridled discretion inconsistent with the Common Law and imposed arduous tests he must meet if he is to justify his intervention.

All that, however, is now water under the bridge to a Secretary of State in a hurry. It is no use Mr Baker complaining about the decentralized character of the English education system as if this were some newly-discovered misfortune. That is the way it is. If he wants to change it from being a decentralized system into a "national" system, we must all think seriously about what needs to be done and do it properly. This would undoubtedly

Stuart Maclure argues that if the Secretary of State wants to replace the decentralized education system with a truly national one he would be well-advised to consult as widely as possible rather than chip away at his target with a mixture of petulance and Bright Ideas

mean consulting widely (something anathema to our present masters) but it would be quicker and more effective in the long-run than chipping away piecemeal with a mixture of petulance and Bright Ideas.

The present system assumes the schools are going to be provided, owned and run by the local education authorities and the voluntary bodies, not by the DES. The first question to ask, therefore, is whether there is any room for the local authorities (which also levy the rates which pay half the cost) in Mr Baker's idea of a national system. Of course, this is as much a constitutional as an administrative question: the libertarian arguments still apply, and local government's part in any deliberately contrived system of checks and balances extends far beyond the maintained education system.

But behind all this there is the prior consideration of whether any system of local administration is needed for education. It would quite obviously be possible to replace local government administration by a network of decentralized central government offices, or regional appointed bodies like those which run the health service. It is often alleged that nobody in the DHSS would recommend such a model to their colleagues in the DES, but it might be more satisfactory than retaining the local authority set-up stripped of all initiative against its will as a sort of Weights and Measures Office for education.

The radical Conservatives speak, instead, of "privatizing" the schools so that each could be run by a free-standing trust (or perhaps schools could be grouped into small sets with a trust - running, say, half a dozen schools) each receiving money in the form of fees paid on behalf of the pupils by the DES direct.

To do this it would be necessary to vest financial control in many thousands of independent governing bodies. Would they be capable of carrying the full financial responsibilities of autonomy? Even if chairmen were paid and clerks and bursars were provided it would be a pretty precarious set-up. If the objective were thought to be desirable perhaps it could be done. But one principle on which our present scheme of decentralization is based is the idea that each local authority provides a "system" within a national system. In other words that the local authority plans a network of schools and services, not just a series of disconnected institutions. This would be swept away.

In practice, there seems more reason to think that now there is too little system, not too much. In most respects, schools operate in isolation

from each other. There has, for example, been a persistent reluctance to co-ordinate the curriculum to ensure an efficient and predictable transition from the primary to the secondary stage. There is plenty of evidence that children suffer a set-back as a result. And when schools do have to try to act as if they were part of a system - for example by organizing sixth-forms on a consortium basis - the results are notoriously patchy and often inefficient.

Where the present system obviously comes into its own is in shared services like special needs and careers and the support service provided by advisers. These would still be needed and if not provided by a local authority would have to be run centrally or by ad hoc consultants.

The local authority obviously has had a clear planning role in a time of expansion: it takes a lot of faith to believe that the "market" could have managed to provide every new housing estate with its quota of primary and secondary schools on time in the boom-and-bust years after the war. But local authorities, because of their political nature, have not been particularly good at the planning needed for falling rolls and a number of them have failed lamentably to manage the contraction of the education service. It is exactly this "system" task which authorities such as Brent have failed to carry out and explains the ILEA's present staffing muddles. The market would certainly have been harsher but the end result might have been better.

One local function which would have to be preserved even in a national system is that of the "provider of last resort". If making sure children receive education is to continue to be a legal obligation on parents then the state or one of its organs must ensure that there is a school for every child to attend. But there is, of course, all the difference in the world between the need to make this last-ditch provision (or make sure someone else makes it) and providing the complete apparatus now in existence.

Mr Baker's main complaint about the present system is that it is uneven and therefore unreliable. Two reasons are given for the inefficiency of local authorities, both stemming from their "political" character. First, they are liable to be controlled by incompetent local politicians who lack the moral courage to take unpopular but necessary decisions. Second, they are liable

to fall under the control of ideologists who will subordinate education policies to their own obsessions. A national curriculum is seen as a way of countering such an illusion because it must be easy - perhaps easier - to be and lazy with a set of teaching sent down from on high as a national curriculum which is a national curriculum.

There is a basic conflict of interest between the present system and the idea of a national curriculum. The Victorian architects of education system took it for granted that education was about values and knowledge. So, too, do the national governments who now shape attitudes - attitudes towards state, towards the community, work and wealth-creation, social obligations of all kinds. It has been accepted that localities, as elected bodies, would school systems, would also input into the value system. This might take the form of mining areas of elaborate provision in agricultural areas of convenient to farmers. The always areas where there is a rich party-political undercurrent in Durham and Shropshire where Conservatives were once among those singularly advanced.

What has happened now is the emergence of hard-left ideologists which see the education as a political arena for the politics of anti-sexism, anti-racism, and anti-religion, which has been regime at the centre of the Conservative party to raise the Conservative party's file in education. The coalition of various and unavowed threats, not only the ideologists but the whole structure of decentralization, policy-making and administration. As Mr Baker prepares the way for a new Education Act, he should do so with a clear mind. He should be more accountable for the way they spend taxpayers' money. Or the Mr Baker who criticized the Greater London Council for doling out public money to pressure groups? If it is the same Mr Baker, will he ensure that heads and governors who overstep are charged and disqualified from holding office?

Financial control to heads and school governors? Can this really be the same Mr Baker who only 18 months ago was demanding that local councils be more accountable for the way they spend taxpayers' money? Or the Mr Baker who criticized the Greater London Council for doling out public money to pressure groups? If it is the same Mr Baker, will he ensure that heads and governors who overstep are charged and disqualified from holding office?

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D	I	A	R	Y
I	A	R	Y	
A	R	Y		
R	Y			
Y				

Credibility gap

"He has," proclaimed *The TES* of two years ago, "the sort of street credibility that most union leaders aspire to." Which shows that street cred is not all it's cracked up to be - at least not in the National Association of Schoolmasters/Union of Women Teachers. The man in question, Mr Joe Boone, former president and sometime executive member of the thinking teacher's union, has lost his executive seat only a year after he was president. What's surprising is not that he's off, but that he ever got on. The NASUWT has been called many things but never avant-garde, which is the only polite term for Mr Boone with his red braces, even redder shirt, beard and hair cut to the shape popularized by Rasputin.

It's understood that the brothers and sisters could put up with the eccentric appearance, but drew the line at his maverick approach to the NUT - he thinks a merger might not be a bad idea.

Return bout

Joe Boone never quite made it as a household name - James Palling did although he would rather he hadn't. At about the time that Mr Boone was taking office as NAS president, Mr Palling was featuring in the tabloids as the education chief the loony left were out to get.

They got him and he left the east London borough of Newham with a golden handshake. But he's back as a consultant to the Rank Organisation which is promoting a series of GCSE residential study weekends later this year.

"After 18 months of silence, I am ready to rejoin the education world," he says. If he can do it, so can you, Mr Boone.

Highlight gloom

Not every one loves our Education Secretary. Worried Cabinet colleagues have let the PM know that, in their opinion, Mr Kenneth Baker should announce new Bills every second day then he should be told to stay on at the Department of Education and Science after the election to pluck up the pieces should any of his bright ideas go wrong.

Which is bad news for the civil servants who now look back to Sir Keith Joseph's time as a golden age. Mr Baker calls for briefings of one paragraph with no sentence of more than three lines and with the main points highlighted. Which, given that the DES does not issue highlighting pens, is proving rather difficult.

Muddled mates

The nation's best-known teacher last week received the ultimate accolade. Opening a new primary school in Ealing, Mr Glynn Knook was introduced by the Mayor, Mr Percy Bennett, as "one of Terry Wogan's most noted stars". It was all too much for his Worship, "Glynn", he continued, "the prospective wife of our Prime Minister."

Purse and power

Financial control to heads and school governors? Can this really be the same Mr Baker who only 18 months ago was demanding that local councils be more accountable for the way they spend taxpayers' money? Or the Mr Baker who criticized the Greater London Council for doling out public money to pressure groups? If it is the same Mr Baker, will he ensure that heads and governors who overstep are charged and disqualified from holding office?

Acronym

The NUT nationally is now trying

Richard Garner reports on the background to last week's decision by the NUT executive to expel three of its inner London activists from membership

Capital punishment

For years inner London activists within the National Union of Teachers have been at loggerheads with their national executive. So the decision last weekend to expel three leaders of the NUT's biggest and most rebellious branch, suspend five officers for a year and reprimand 43 others just brings that simmering row back to the boil again.

It is one of the most thorough purges the union has ever had and is bound to provoke a furore at the union's annual conference in Eastbourne during the coming week.

Of the three expelled perhaps the best-known is Dick North, a former national executive member who has been disciplined by the union before. Until last weekend he was treasurer of the 13,500-strong Inner London Teachers' Association.

Ironically, he was also excluded from the union's last Eastbourne conference - in 1981 - having been suspended from membership for helping to organize unofficial action in Lambeth against cuts in public spending.

The other two members expelled - Mr John Esterson, a former president of ILTA, and Mr Paul Richardson, a branch official - have also had previous skirmishes with the national leadership.

Mr Bernard Regan, who replaced Mr North as an inner London executive member, is one of the five suspended for a year.

Also suspended are Ms Carole Regan, who would have been a candidate for the vice-presidency later this year, Mr Mike Loosley, general secretary of ILTA, Ms Jane Shallice, president and a deputy head at Holland Park school and Ms Anna de Casparis, health and safety officer.

At the root of the strife is the Left's belief that individual branches of the union should be empowered to sanction their own industrial action - once they have consulted their membership. The union nationally says this would lead to anarchy - and that all industrial action must be approved by the union's national action committee.

Until 1983, the activities of ILTA were controlled by the "old guard" - under the leadership of its general secretary, Mr Bob Richardson, who went on to become national president and is now one of the officers pursuing disciplinary action against the Left.

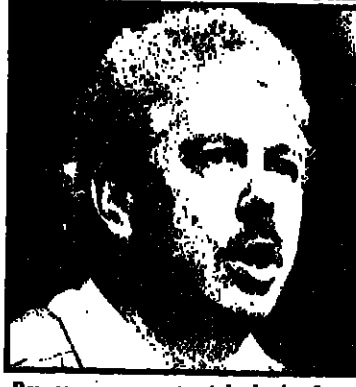
Mr Richardson is generally regarded as a member of the Broad Left alliance - which has controlled the union's executive for the past three years. However, in inner London circles, he is known as an enemy of the Left.

In 1983, he was replaced as ILTA general secretary by Mr Richard Rieser, from Hackney, who - although not a member of any political party - described himself as a "revolutionary socialist" in an interview with *The TES* soon after taking office. Mr Rieser, one of the 43 reprimanded, was supported by members of the Rank and File '83 group and the Socialist Teachers' Alliance whose politics mirror most closely those of Mr Tony Benn.

However, a split between the Left groups two years later meant that he lost office to the STA's candidate, Mr Mike Loosley.

This victory pleased the Labour leadership of the ILTA which felt that the NUT at last had a London leadership with whom it could "do business". But the ILTA's growing financial crisis and ILTA's refusal to contemplate redeployment meant that matters came to a head again earlier this year.

(The NUT nationally is now trying



Personae non gratae (clockwise from top left): Dick North, John Esterson, Mike Loosley, Jane Shallice and Bernard Regan.

to renegotiate the redeployment scheme - with ILTA's support.)

In addition, the ILTA leadership believed that the national executive was being soft in its opposition to Mr Kenneth Baker's pay and conditions legislation - and went ahead with its own one-day protest strike in January without official union backing.

ILTA officers can justifiably claim that their policies had the support of their membership - 6,000 teachers are said to have taken part in the one-day stoppage and many of them went on a protest march on one of last winter's coldest days. However, the NUT leadership felt it could not ignore what it saw as a deliberate snub to its authority - and instituted disciplinary proceedings.

The original disciplinary panel merely reprimanded seven ILTA officers but the union's national officers - who include Mr Richardson -

At the root of the strife is the Left's belief that individual branches of the union should be empowered to sanction their own industrial action

THE TIMES Class of '66

At the height of a decade in which Germaine Greer (right), produced that feminist bible *The Female Eunuch*, writer Lee Rodwell was at university. But what lasting influence, if any, did Greer and other gurus of the Sixties have on women students of the time? Next week in *The Times* they speak frankly about dreams realised and dreams dashed, 21 years on



. . . and regularly in *The Times*, Bernard Levin on the way we live now, Irving Wardle at the theatre, John Clare on education, June MacQuitty on wine, Peter Ackroyd on books, Barbara Amiel's viewpoint, Philip Howard on words, the humour of Mel Calman and Barry Fantoni, John Higgins at the opera, David Robinson on the cinema, David Sinclair on rock . . . and much more

THE TIMES

The world's most famous newspaper (25p)

The TES has carried out a postal survey of 10 per cent of secondary schools in England and Wales to indicate the number of teachers leaving the profession to take up jobs elsewhere. Here James Meikle reports on the results – while opposite TES reporters show how the shortage is being tackled

Heads give grim picture of the age of the drain

Physics staff accounted for 7 per cent of the teachers who quit the profession for other jobs during the past 12 months, according to the information collected by The TES. This means a loss of between 4 and 5 per cent of physics teachers over and above natural wastage from retirement and death.

This is twice the average for all teachers. PE teachers also emerge as a high wastage group – just over 3 per cent left. Mathematicians constitute about 10 per cent of the secondary teachers leaving the profession.

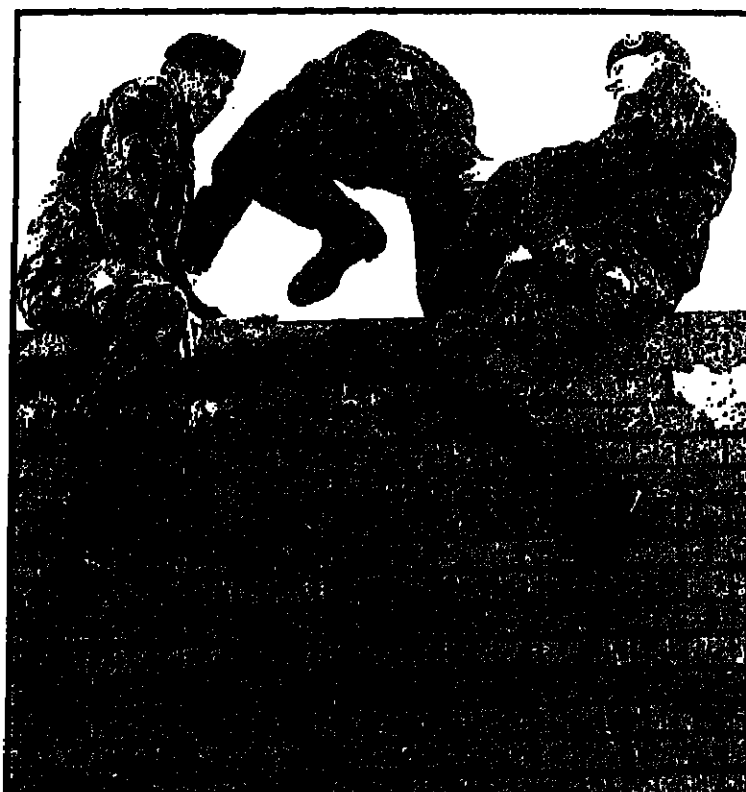
We wrote to every tenth secondary school from a list provided by a direct mailing house. Of 495 schools contacted, 355 replied, a response rate of more than 70 per cent.

Of these, 163 schools, or 46 per cent, reported losing between one and ten teachers to other jobs in the past 12 months.

In all, 308 teachers, some teaching more than one subject, were said to have changed careers.

Grossed up, this gives a national estimate of 4,400 teachers, or about 2 per cent of the 236,500 teachers in post in January 1986. The sample was not scientifically constructed, so a breakdown of the problem area by area is impossible. Nevertheless, a disproportionate number of schools reporting losses seemed to come from the south-eastern corner of England.

Our estimate of leaving rates within subject areas are again based on grossed-up figures.



Over the wall: some teachers find the armed forces have more to offer than the classroom

Computer beckon

"Two excellent teachers" left Bay School in Stevenage – the head of school for Rank Xerox, a science teacher and a mathematics teacher.

Their former head, Mr. M. Griffin, wrote: "Their reasons for leaving were basically quite simple. Scale 4 head of mathematics, at some 12 years in teaching, saw the prospect of further financial reward in the profession."

"It is a sad indictment of the state that the nation places on state education when a teacher on the top of his class can leave the profession and himself just three months later be job with far less pressure, and more, with a company car and fringe benefits, and with real prospect of further advancement."

"My Scale 2 science teacher had desire to leave the profession. He was a dedicated member of staff and his responsibility for environmental science within the science department worked at least 70 hours per week enjoyed the work immensely."

"He concluded, however, that level of pay would effectively prevent him and his wife from raising a child. After a 10-week MSC retraining course in computing, he rapidly found himself, in his words, 'at last paid debts rather than accumulating them'."

"Until we have a Government who is genuinely committed to the idea of high quality state-funded schools, with appropriate resources in terms of equipment, ancillary support, attractive salaries, I fear that the best of high quality young teachers will continue to leave."

All areas short

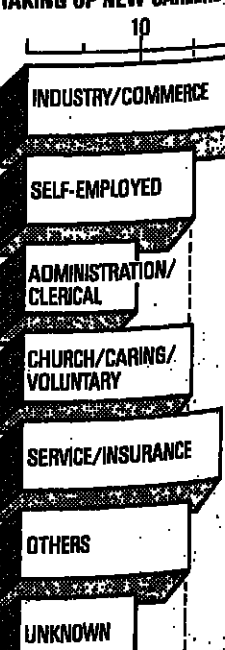
"You are asking the wrong question," wrote a head from the London borough of Havering, who had no teachers resigning to take outside jobs.

"My losses have been via promotion out, retirements and maternity, compounded by falling rolls. The shortage appears to be at the bottom intake end of the profession."

"There are no teachers in any one area available to cover losses before October and the following June. Most first-time appointments made for September."

"If you are searching for a definition of shortage subjects, our answer is Havering is that all areas are short. Other people who make assumptions to realize this, then the question is how many can take action on it."

PERCENTAGE OF TEACHERS TAKING UP NEW CAREERS



genuine vocation" who departed because of the "sourness of staff". "My staff are supposed to be several cuts above average... so God help the rest."

A number of schools who had not had resignations in the past 12 months did report that "getting under the wire", "getting out", "digging a tunnel" and other euphemisms for leaving the profession were now regularly heard in their staffrooms.

Some schools reported little interest in investigating jobs outside teaching, with staff appreciating the security of the job despite its hardships and frustrations and real concern at the loss of negotiating rights.

Many heads were worried more about future recruitment than the departure even of talented teachers. Mr Leslie Turner, deputy head and director of studies, at Binley Park school, Coventry, remarked that new in-service training arrangements, plus "the mountainous load of GCSE admin", and cumulative stress was leading to more teachers being absent and more need for supply staff to cover. These "are almost impossible to find."

Mr Turner added: "I, for one, spend most of my time hunting for anyone to plug gaps and rewriting the school timetable. Any attempt to do what a deputy head ought to be doing is destroyed by full-time crisis management. Imagine the effects upon the students."

The new common problems of finding science, maths, CDT, business studies, RE and PE teachers cropped up in comments from different schools. Redeployment procedures, under which heads were asked to consider applications from other local schools, often took so long that any useful college leaver is already taken up, one head commented.

Mr Richard Coates, at Bay House secondary school, Gosport, in Hampshire, said: "The main problem with teacher supply at the moment is the very small number of people of high quality entering the profession. By about April/early May each year, nearly all the most promising new entrants have been snapped up. Local education authorities which do not give out their secondary staffing figures early are losing out."

There were isolated happy stories revealed in our survey. Bolsover school in Derbyshire lost one teacher to an outside job, but had recruited three from industry: two research scientists and a computer studies specialist.

The young and frustrated hit the road

Ten teachers have left Boswells comprehensive school in Chelmsford, Essex – seven for jobs in commerce and industry.

Two taught maths, one taught physics. They were employed by Marconi, which, according to head Mr Greg Levitt, "always complains that local schools don't produce enough maths or physics-qualified youngsters."

Three of those who left were physical education teachers. Most changed career because of dissatisfaction or for economic reasons.

The Boswells story was one of the most dramatic to arise from our survey, but other schools, some of which chose to remain unidentified, reported similar devastation in the staffroom.

One head, detailing eight departures from across the curriculum to pastures ranging from the armed forces to the church, commented that all were losses to the teaching profession. Salary and working conditions were vital considerations in their decisions to move.

Elsewhere, a craft, design and technology teacher found he was paid as much to mend trucks at weekends as he was for his school work, and a special needs teacher went into banking and took an immediate 50 per cent increase in salary.

A chemistry, a maths, and a physics teacher all left Abbey Wood comprehensive in south London. They were among five who took a job outside teaching in the last year – and other staff are taking early retirement.

The maths teacher, who has left to work with computers in industry, spent 18 months at the school, learned about computers from the school's head of computer studies, and promptly left to earn more money than she did.

Mr David Jones, head of Boxley Grammar School, chronicled the loss of six staff over 18 months, two of whom taught French: one went into an import/export agency, and the other to the office of the Director of Public Prosecutions.

Most of those who left were young teachers frustrated by lack of promotion. "We seem particularly vulnerable in Greater London. All subject areas are problem areas for replacement. Some school departments, with only one or two staff, are especially vulnerable."

Mr Jones mentioned the "almost nightmare" worry over courses which may be left unfinished because of staff leaving.

Bishop David Brown school at Woking, Surrey, illustrates the point. The two-teacher team responsible for craft, design and technology, and ceramics, went into a home improvements business together, leaving their head with a recruitment difficulty.

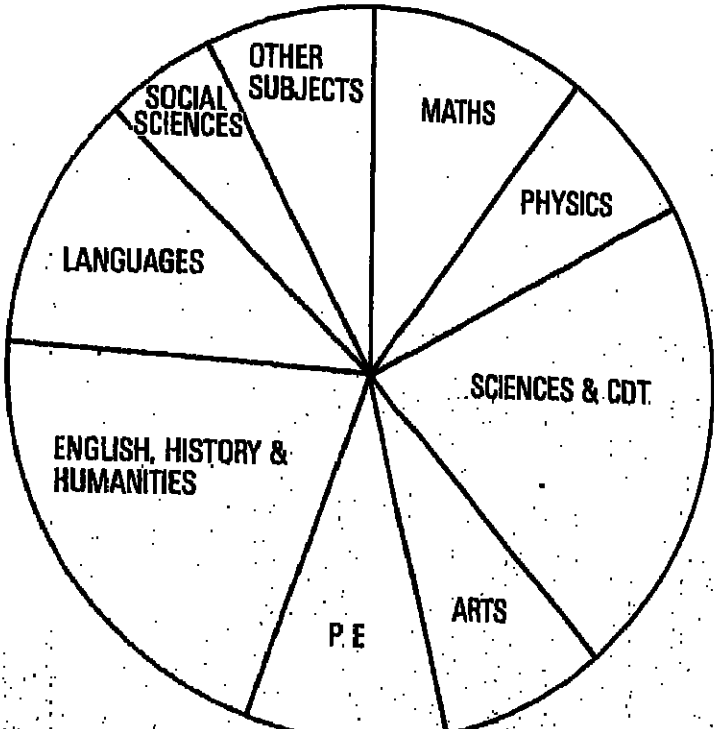
Angmering school in West Sussex has lost two full-time and one part-time teacher from its maths department in the past 12 months, though one may return to the education service as a maths adviser. Another maths teacher plans to leave for the private sector.

In addition, eight of the 62 staff at the school applied unsuccessfully for posts outside mainstream comprehensive school teaching, in administration, further education or social services.

The anecdotal evidence suggests pay is a major reason for teachers leaving, but there are others. The pressure of work, the unwillingness of parents and public to recognize the demands of teaching, and the lack of decent buildings and equipment were all mentioned by many heads.

One reported the loss of a physics teacher to industrial training. "Able man, potential head. We lost our ablest young teacher with the highest potential. Quality is the great loss in our case and we are a favoured school. He felt the lab conditions and the lack of support for his work atrocious."

In one case that must remain anonymous, a scientist left the job because his motivation was shattered by witnessing an assault on another teacher by a parent and a brother of a pupil. Another head told of a "girl with a



LOSS OF TEACHERS PER SUBJECT AREA

Crest brushes up the image of science

by Jeremy Sutcliffe

Flipping idly through a magazine one day 16-year-old Nicholas Bidmead came across an article on road safety. It extolled the virtues of teaching children through practical experience – but left Nicholas wondering how this could be done in the classroom.

The answer, as it turned out, was simple. He made his own pelican crossing, complete with flashing red and green men and push-button controls.

His prototype – made from a polystyrene plant tray, an old baking tray, and a drainpipe – was produced for just £25. Now he is looking for a manufacturer to take up his idea, for use in primary schools.

Nicholas, a fifth-year student at the independent Royal Grammar School in Guildford, is one of about 120 pupils at 28 Surrey schools who are taking part in a pilot award scheme designed to bring creativity into science classrooms.

The scheme, known by the acronym, Crest (Creativity in Science and Technology), is intended to stimulate more young people to take up shortage science subjects at universities and polytechnics.

Based on the Duke of Edinburgh awards, it is the idea of Dr Mike Goodfellow, who as director of Surrey University's Technology and Science Centre has the job of promoting science in schools.

The Crest scheme has brought an overwhelming response from the schools taking part, and has now been taken up and launched nationally by the Department of Education and Science, with help from industry.

"The problem with the shortage of science and maths teachers is with us now," says Mr Goodfellow. "But the remedies – the really successful ones – are going to be those which sow seeds for the long-term future. Hopefully, many of the young people involved with Crest will go onto university and college and become the science and maths teachers of the future."

The scheme offers bronze, silver and gold Crest awards for children of secondary school age who complete problem-solving science projects. They are graded according to technical complexity and time spent, with gold taking up about 100 hours work, silver about 40 and bronze 10 hours.

Nicholas Bidmead's prototype – original, simple and with an obvious practical value, is a silver award project. One of the most attractive features of the scheme is that it brings in experience from industry. The Surrey schools are working in tandem with the Institute of Electrical Engineers, which has persuaded dozens of engineers to go into schools as advisers – affectionately called "uncles" – on Crest projects.

One such uncle is retired nuclear physicist, Mr Donald Harrison, who has applied his professional expertise to his life-long hobby, tennis. He now spends much of his time at The Ashcombe county school, Dorking, helping A-level technology students work on five problems affecting tennis players.

The school's efforts have attracted keen interest, backed by offers of hard cash, from the Lawn Tennis Association, ICI, and Dunlop.

Alison Dibden, aged 17, is working on a silver Crest award, developing a machine to test the grip and bounce of tennis balls on a variety of playing surfaces.

"Clubs are worried about putting down new courts without having knowledge of how they will compare with conventional surfaces."

"Alison's work will give a way of making these comparisons in engineering."

The school's efforts have attracted keen interest, backed by offers of hard cash, from the Lawn Tennis Association, ICI, and Dunlop.

Alison Dibden, aged 17, is working on a silver Crest award, developing a machine to test the grip and bounce of tennis balls on a variety of playing surfaces.



Courting success: Alison Dibden is developing a machine that tests the bounce of tennis balls

ing terms," said Mr Harrison. Mr Brian Ansell, a former Scale 4 science teacher and now Mr Goodfellow's deputy in charge of the Crest scheme in Surrey, is also optimistic that the scheme will "bring out the creativity of children that has been forced out of science teaching for too long. In tandem with the new GCSE, it should give teachers a positive reason to encourage children to get involved in problem-solving methods of teaching."

● Six GEC employees are heading for the classroom to help Essex schools overcome teacher shortages, writes Liza Donaldson. The six volunteers

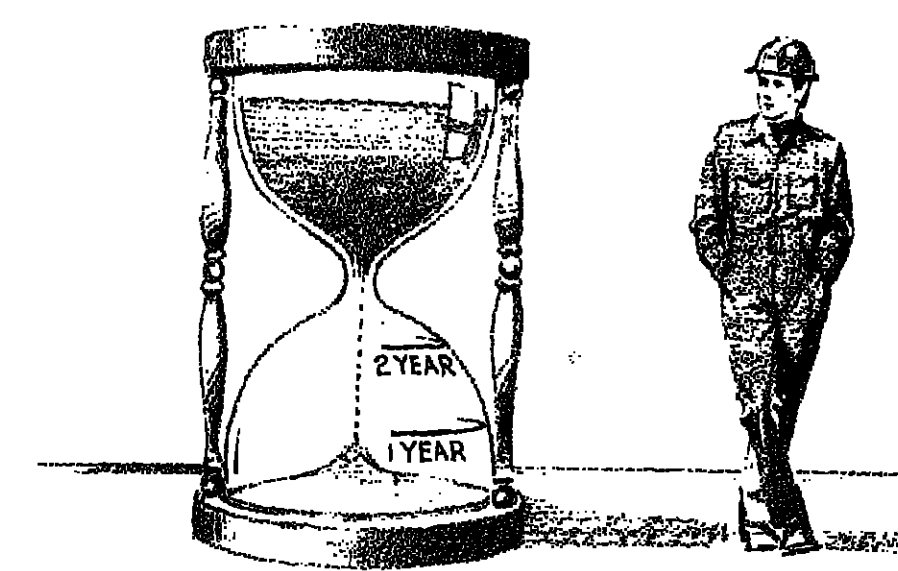
could start work as teacher-support staff in the summer term. Talks have already been held with heads in south-east Essex to see how they can best be used.

Mr Bruce Arthur, GEC Avionics training manager at Basildon, said the move was in response to the Department of Education and Science document, *Action on Teacher Supply in Mathematics, Physics and Technology*.

Mr Andrew Baxter, Essex County Council area education officer, said that most of the GEC men had degrees and added that they would probably be deployed in CDT, physics and electronics classes. Heads would, however, be encouraged to use their services across the curriculum.

Mr Baxter said: "It will not ease the shortage directly. But it may eventually because at least two are interested in teaching as a second career and this is a way to test whether their interest will turn into commitment."

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PRIMARY

Experts accept need for a national curriculum

Virginia Makins reports from the Primary Education Study Group's annual conference in Ambleside

National testing of all seven and 11-year-olds would be an expensive failure, a group of primary experts, heads, teachers and administrators agreed last weekend at a conference at Charlotte Mason College, Ambleside.

But they gave a cautious welcome to the Government's plans for a national curriculum framework, and agreed that systematic ways must be found to bring all primary schools up to a reasonable quality.

More than one speaker said that standards were unacceptably uneven, and the Government's concerns about poor curriculum planning and low expectations in some schools were justified.

Some schools and local authorities had not even begun to develop clear curriculum policies, and even good schools did not always successfully explain their aims and practice to parents, or give them clear information about children's progress.

The conference was organized by the Primary Education Study Group, which was formed four years ago to try to shift public attention to the needs of primary schools. The group brings together teachers, administrators, academics, and inspectors and advisers.

It currently includes Mr Walter Ulrich, recently retired Deputy Secretary at the Department of Education, Mr Norman Thomas, retired Chief HMI for primary schools, and four chief education officers.

Mrs Angela Rumbold, Minister of State for Education, opened the conference with a speech that reiterated the Government's plans for a national curriculum, and national testing at seven, 11 and 14.

She said that the national curriculum would include targets defining what children of differing abilities would be able to do, know and understand at different ages.

The aim was to raise standards in a "broad and balanced" range of subjects, and to remove the present differences between schools.

The Government was concerned with the range of the curriculum, and with what children knew and understood at the end of their primary schooling, not with the way teaching was organized within the school, said Mrs Rumbold.

"The targets should not be allowed

to result in an unduly narrow approach to teaching and learning... we aim to leave teachers to exercise their professionalism and initiative in determining, to a large extent, what is actually taught and how it is taught."

But the Government would define the essential content, skills and processes to be covered in each subject. Attainment levels would be "worked out by the best minds and most experienced practitioners we can find."

Most of the measurement of children's attainment would be done by teacher assessment, some of it externally moderated, but it would be supplemented by "specifically devised" national tests, said the Minister. The emphasis should be on diagnosis and development.

"We are well aware of the risks of attainment tests - too much constraint on what is taught and learnt, too much standardization and too little differentiation," she believed realistic targets would improve standards, and the motivation of pupils and parents.

Four different working groups at the conference quickly reached a surprisingly unanimous response to the Government's plans, and the PESG will now send that response to the Minister.

They accepted the need for an outline national curriculum - six sides of A4 was suggested as an appropriate length. They also agreed that the HMI paper, *The Curriculum from 5 to 16*, was a good basis for such an outline.

But any powers given to the Secretary of State should be hedged round with statutory obligations to work with teachers, parents, local authorities, and industry and commerce when determining the curriculum, and to have due regard to the balance of the whole curriculum.

"No doubt in the early days the

Government will be as cautious as uncontroversial as possible," said David Winkley, head of a large city junior school in Birmingham, "when a future Secretary of State, to make a mark, the curriculum will be an easy, soft-bellied target."

Local authorities would then have more detail to the curriculum - about 12 sides of A4 - and pass it to schools, where teachers and governors would work out the details in a way that fitted local needs, and without to continuous development.

It was particularly important, teachers, working together in schools, to develop their own approaches to the curriculum, and wise they would lose the constraints, continually to extend and refine their work, that was now seen in primaries.

Most people at the conference believed that this mix of national, local development, with teacher appraisal and linked in-service training, would in itself raise standards where necessary and ensure better provision between schools.

But Mr Bill Larr, Oxfordshire chief adviser, added that if all were to get a reasonable deal, and take part in a lottery as at present standards of resources had also been raised to a reasonable level.

All primary schools should be obliged to work out a development plan for the school with local advisers, and the plan should be intelligible to parents and governors.

They should also be required to develop pupil profiles, covering the main curriculum areas identified by HMI, that would give children, parents and teachers a much clearer picture of individual children's progress, national tests, and would help in appropriate targets for future work.

Such profiles could include the results of standardized tests - they people from schools and local authorities that now used such tests to find their own crude and unreliable indicators of levels of achievement and progress.

The Government's requirement for some external moderation of teaching work and assessment was recognized, and the group proposed that primary school should appoint an external consultant to monitor standards and progress.

Ulster sees rise in bad behaviour

by Carmel McQuaid

Disruptive behaviour among schoolchildren in Northern Ireland has increased markedly over the past 10 years, extending for the first time to primary level.

A Government working party chaired by Dr Robert Rodgers, principal of Stranmillis College of Education, reports "growing disquiet" among teachers in 1,624 Ulster schools at the incidents of vandalism, protection rackets, mindless defiance, lack of respect for authority, and disregard for commonly-accepted values - in some cases by one pupil in 20.

Secondary and boys' schools, schools where teacher numbers have dropped, and schools with large classes are worst affected. By contrast, schools where staffing has improved during the previous five years were more likely to report a decrease in indiscipline.

At primary level, nearly three in every 10 principals judge the problem to have deteriorated in the last five years, with just under 3 per cent of 5,200 pupils deemed "regularly disruptive". Teachers blamed home background, peer groups, emotional disturbance and inadequate social skills for the trend, but discounted factors like the curriculum, staff turnover, housing and unemployment.

Among secondary level pupils, such home circumstances as broken marriages, drug abuse, stress, and parents who were mentally ill or imprisoned were viewed as highly conducive to misbehaviour.

While only 24 per cent of secondary



Belfast, children: on the road to indiscipline

heads, 27 per cent of secondary teachers and 16 per cent of primary staff supported the abolition of corporal punishment, most principals and about 42 per cent of teachers regarded it as "a crude instrument of control" which treated the symptoms but not the cause of indiscipline. More than one in three saw the use of the cane as destroying the relationship between teacher and pupil.

The report concludes that how schools are run influences pupil behaviour. It advises teachers who cannot handle problems to seek the aid of senior staff rather than get trapped in "professional pride" for fear of being considered a failure.

The appointment of teachers responsible for home-school links is recommended since contact with children's families, viewed by teachers as essential for order in the classroom, is

confined to few schools. It calls for a clear discipline policy with firm rules which should be readily enforceable. Punishment should be made to be crime and should not be so extensive as to leave the pupil resentful or alienate parent support.

The report sees withdrawal from the remedy for very difficult cases. These would remove the "playground gallery" elements which can be incentive to misconduct and diffuse tension after a conflict with teacher.

Primary Index

Team games
Integrated geography project
GIN reading project

SCHOOL TO WORK

Mark Jackson looks at the HMI report that casts doubts on a Government plan

NAFE is safe with local authorities, inspectors say

The further education colleges of England and Wales have come through the first general inspection of their non-advanced work with flying colours. A team of HM Inspectors says that nine out of ten are providing an effective service for students, employers, and their local community.

The HMI report, based on a close study of a representative sample of 34 colleges and visits to 278 employers during last year, establishes a definitive picture of the state of non-advanced further education before the new arrangements for the Manpower Services Commission to oversee NAFE planning have had any significant effect. Its findings are bound to cast further doubt on the Government's justification for taking control of NAFE funding out of local authority hands.

In contrast with the Government's allegations that colleges were out of touch with employers' needs, the inspectors say that NAFE is "a flexible and responsive service". Ninety-five per cent of the employers were satisfied with college provision, over half of the total saying it was more than satisfactory. Nevertheless, the inspectors call for improvements in college marketing, management systems and staff development, and urge local authorities to smarten up their colleges by redecoration.

To assess the quality of the education provided, the team inspected more than 5,000 classes. In four out of five, the teaching and learning were found to be satisfactory or better, and in more than a quarter they could be described as good.

In the 14 per cent of cases where classroom practice was less than satisfactory and the 4 per cent where it was poor, blame was not entirely ascribed to teacher performance or inadequate lesson-planning. Some cases showed inadequate or inaccessible resources, and over-timetable, leaving little time for learning outside the classroom, was common. The inspectors cite one college where students spent up to 35 hours a week in class.

The inspectors found that some lectures were excessively long, with sessions lasting two, or even three, hours. The best lectures were carefully prepared, well-structured, contained accurate and up-to-date information, and were delivered with appropriate illustrations. But these became tedious where they were used as the exclusive or predominant method of teaching.

In some cases, lectures were poorly researched, confusing, dull, and lacking in pace. Some sessions were dominated by note-copying or taking dictation, and the development of oral proficiency was given too little attention.

The teaching of study skills is frequently neglected, say the inspectors, with few students being helped to develop good study habits or encouraged to discover for themselves. Libraries were not generally used enough.

"A less teacher-centred approach to learning should be encouraged and class-contact hours reduced where appropriate," they advise.

Some form of work experience was provided on most vocational courses, and they were in general well-organized and recorded, the inspectors said. But disappointment was expressed at the slowness in introducing information technology throughout college work.

FE teachers, many of whom had had no initial teacher training, were praised for coping well with the unprecedented changes of the past decade. But inspectors pointed to a significant minority of teachers who have found difficulty in adapting to new client groups and other new demands.

Although a substantial proportion of college teachers had industrial or commercial experience, little of it was

recent, and few colleges had any effective arrangements for their staff to spend time in industry. The inspectors say that colleges should give priority to arranging short secondments, and to providing courses in the use of information technology and in more effective teaching methods.

In general, the inspectors judged that resources were sufficient to meet current demands, with colleges having become more cost-conscious and cost-effective. The quality of accommodation varied greatly, some of it being highly unsuitable or inadequate. Clerical and administrative assistance was generally inadequate, burdening teachers with excessive office work, and there was a shortage of technician support in some fields.

The inspectors suggest that if the size of teaching groups - an average of 12 students - was increased, better use could be made of resources. Other matters singled out for attention are: the time devoted to teacher-directed learning; student retention rates; examination success rates; student designations; and client needs.

Local authorities could help by becoming more closely involved in college planning and by having "efficient rolling programmes" for, among other things, the provision of administrative, clerical and technical support staff "to free teachers to do the job for which they are paid".

College contacts with schools are deteriorating, warn HM inspectors, because spending cuts have forced the abandonment of many link courses. They also report that growing competition for the over-16s is a response to falling rolls is producing some strain between the two sectors.

In general, contact varies considerably, not only between different colleges, but among departments within the same college.

Beyond college open days, usually well-attended by senior pupils and their parents, and schools career conventions attended by college staff, liaison is not strong, say the inspectors, who were told that there was a lack of understanding of the FE system in schools.



Inspectors were disappointed at the slowness in introducing information technology throughout college work.

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Formula for failure: chemistry classes are also becoming scarcer

Shortages shunt physics from 7,100 timetables

There are 16,000 high schools in the United States, and 7,100 do not offer physics courses. A new survey by the National Science Teachers' Association shows that 4,200 do not offer chemistry either, and 1,900 ignore biology. What is more, in schools where science is taught, only one senior student in three takes a course.

Mr Bill Aldridge, the executive director of the NSTA, describes the situation as disastrous. He told the association's annual conference in Washington: "We have a national crisis, and at such times the Federal Government has to step in."

Recent increases in graduation requirements, Mr Aldridge added, were unlikely to improve science education. "The reforms are more a form of publicity for the Reagan Administration than they are a reality," he said. "You don't go out and increase requirements for science and maths and not build laboratories."

He accused Mr William Bennett, the Education Secretary, of slashing funding for teacher training, and of using Federal cash "for ideological and political purposes - not for education". Mr Bennett, a guest speaker at the conference, acknowledged the problem, but was quick to deny it was any fault of the Federal Government. Asking, he said, it was caused by an "inordinate fear" among teachers of asking students to tackle difficult subjects.

American pupils, said the Education Secretary, studied only one-half to one-third as much science as their

UNITED STATES

Bill Norris reports on the 'national crisis' facing high-school science

counterparts in West Germany, Japan and the Soviet Union, and he called for all high-school students to take three years of science as a graduation requirement.

"Let's stop fooling around. Let's get three years of science required for every high-school graduate and get it done - not pseudo-science, not quasi-science, but science."

Nevertheless, he made it clear that exhortation would be the limit of Federal assistance. "If teachers are waiting for the Government to save the teaching of science, it can't be done from Washington," he said.

In this, Mr Bennett was echoing President Reagan, who said that "the secret of educational quality is not in the pocketbook, it's in the heart".

Mr Reagan, who has been silent on the subject of education for several years, was visiting two schools in Missouri singled out for praise by the Education Department.

Though he called for an all-out effort to improve literacy, boost academic achievement and teach Judeo-Christian ethics, he offered no new Federal initiatives for achieving those goals.

Indeed, he sought to distance the Administration from the whole process. "The American people knows

better than anyone in Washington how to fix its schools," States and Cities, he said, must shoulder the bulk of the education reform challenge, since they now provided 93 per cent of the money for schools. He did not add that this was a consequence of cuts in Federal funding.

One problem likely to become more acute if Mr Bennett's appeal is widely accepted is the current shortage of science teachers. It has been estimated that an extra 34,000 staff will be needed for each additional year of required study in the schools.

To fill the gap, efforts are now being made to recruit retired experts from industry and the armed forces, many of whom have teaching experience. A recent study financed by the Carnegie Corporation reports that between 70 and 80 per cent of those about to retire have shown an interest in entering the classroom, and pilot programmes are to be set up to train them.

The study was conducted by the non-profit-making National Executive Service Corps, whose vice-president, Mr Andrew Popp, said last week that the annual total of retiring scientists and engineers could be as high as 50,000. "It is obvious that this large, ignored and untapped pool of well-trained and educated men and women can make an enormous difference to the education community is prepared to accept and work with them," said Mr Popp.

The American Federation of Teachers has already said that it would support such a programme.

Guidelines to prevent pupil suicides

Suicide among young Americans has tripled in the past 30 years to become the third leading cause of death among 15 to 24-year-olds, with 12.1 per 100,000 taking their own lives.

Five thousand adolescents are expected to kill themselves this year, and for every successful suicide there are 50 to 100 attempts.

Against the background of these daunting statistics, and a recent rash of teenage suicides in New Jersey and Chicago, a research team at Washington University in St Louis, Missouri, has come up with a plan to identify young people at risk.

Its report, based on a study of 3,000 inner-city 13 to 18-year-olds, poses 11 questions which are claimed will spot 90 per cent of those considering suicide.

The researchers found to their sur-

prise that no fewer than one in 12 of the children interviewed had tried to kill themselves. Among those who admitted to running away from home repeatedly, the proportion was even higher - nearly 50 per cent.

The vital questions, to be posed by a doctor at a school clinic, are:

- 1 Is the reason for coming to the clinic psychiatric, as opposed to physical?
- 2 Do you not live with a relative?
- 3 Were you drunk three times or more last year?
- 4 Have you ever run away from home?
- 5 Have you ever used hallucinogens, PCP ("angel dust"), barbiturates or GHB?
- 6 Did you use illicit drugs most weeks last year?
- 7 Has anyone in your family attempted suicide?

8 Have you ever had a period of two weeks or more of feeling worthless?

9 Have you ever been arrested?

10 Have you been beaten or threatened in the last year?

11 Have you ever had two weeks or more of feeling hopeless?

A positive answer to any of these, says Dr Lee Robins, a professor of sociology in psychiatry, can alert physicians to the possibility that the teenager is thinking of suicide. "If we can identify risk factors for suicide attempts, it may be possible to design interventions to reduce these risks," he says.

Dr Robins' report was commissioned by the US Secretary of Health and Human Services' task force on youth suicide, which plans to publish a volume on the subject shortly. It will be widely circulated among teachers, doctors and researchers.

Reagan chases up progress report on reform movement

Mr William Bennett, the United States Education Secretary, has been given a daunting piece of homework by President Reagan.

He has 12 months to prepare a status report on America's education reform movement, which began four years ago.

The Nation at Risk document from a commission led by Mr Bennett's predecessor, Mr Terrell Bell, created a major furor by its frank condemnation of high school standards.

Among the recommendations was a return to basic education, with four years of English, three of maths, science and social studies, six months of computer classes, and two years of

foreign language teaching for would-be college students.

Mr Bennett may not find it too easy to discover what has been going on since 1983, as his department has no control over what happens in schools.

It is believed that 41 states have raised graduation requirements, and two dozen have increased teacher salaries, but what this has meant in terms of achievement is a mystery.

Test results and drop-out rates provide little cause for optimism but, since 1988 is presidential election year, Mr Bennett can probably be relied on to find some progress somewhere. Unlike most recipients of homework he will be able to mark his own paper.

Enthusiastic, energetic, encumbered

Ten out of ten for enthusiasm, nine for effort, and six for achievement seems to be the verdict of Organization for Economic Development and Co-operation examiners on Spain's education policies.

There have been wide-ranging reforms of the education system following Franco's death, especially since the Socialists came to power in 1982.

The OECD singles out for particular praise programmes for rural schools, and compensatory education for children and adults, and welcomes the overdue changes in secondary education. But it has reservations about their outcomes, and stresses the need for greatly improved initial and in-service teacher training.

The expansion of Spanish education has been more spectacular than in any other OECD country. In 1984/85 alone, 10,000 new teachers were appointed, and there were 220,000 new places in schools.

The examiners identify a problem that will be familiar to educationists outside Spain: the Ministry of Labour is undertaking important inquiries on training and employment needs which do not include the participation of, and, indeed appeared to be unknown to, the Ministry of Education.

Spain has particular problems with

SPAIN

Sarah Jane Evans on the OECD verdict of Madrid's successes and failures in policy

the six regions that are already autonomous, and the 11 others which will be, partially or fully, a particular difficulty will be the fair distribution of central resources to unequally deprived regions. The examiners have qualified praise for the decentralization, noting that the experience of OECD countries is that it is practically impossible to control modern education systems from one locus, but it will create a shortage of able administrators.

Nearly all of them are school-leavers who will return to the classroom to take up another appointment at the end of fixed-term contracts.

The examiners recommend this practice as something other countries might wish to contemplate, on the grounds that it is evidently democratic, gives constant mobility, and ensures that there is little of "the mutual misunderstanding or even hostility that frequently divides administrators from teachers". The current policy on

rural schools also deserves to be more widely known, says the OECD. The old system of boarding and boarding is now seen to be bad for the children, and the Government wants to prevent any further rural depopulation.

The report cites an experiment where six village centres with 120 pupils share nine teachers. The staff rotate from school to school; one is a psychological guidance specialist, another a pedagogical specialist, and a third an expert on learning disabilities. The curriculum is taught in 15-day blocks. The parents cook the school meals and look after the buildings.

The report is encouraging about the extensive changes to basic compulsory education, which starts at the age of six. The leaving age is ultimately to be raised from 14 to 16.

Madrid has given priority to improving standards and ensuring that results rather than opportunity are standardized. At present, 30 per cent of students are failures, and leave with only a certificate of attendance.

Successful reform depends greatly on teachers, and the OECD underlines the failings of initial and in-service training. Spain faces the classic question of how to train the trainers. Up to now, training has emphasized technical skills, rather than

pedagogy, and this has been a particular difficulty in primary classes.

The investigators - Professor J R Frausto da Silva, Portugal's former Minister of Education; Dr M Milutinovic, a former Minister of Education in the Yugoslav republic of Serbia; and Professor P Vanbergen, former secretary-general in Belgium's francophone Ministry of Education - were quick to point out the pace of change in Spain's education system and the difficulties it therefore faced.

The examiners reported the "high esteem in which the newly-established democratic system of education is held by the public". Things have changed now. The parents of children in private schools protest at the changes in state support to the independent sector; pupils protest at the university system that lies before them; and teachers protest at the proposed changes to their terms and conditions. This was to be expected.

The OECD team talks of an exhilarating wind of change, but recognized that the constraints of reform are formidable. The Education Minister's lengthy honeymoon with teachers and parents has come smartly to an end.

Spain, OECD Reviews of National Policies for Education, Paris, OECD, 1986.



In a muddle: primary

Positive results

Sir - It is astonishing that such coverage be given to the reportage by Peter Hannon of non-significant results for only 70-odd children on group reading tests of doubtful reliability and validity.

Some mention of the more positive test results of Dyson and Swinson (1982), Mannion (1983), Kaplan (1982), Crawford (1985), Warceni (1983), Grigg (1984), Bartlett (1984), Sigston (1984), Webb (1984), Denning (1985) and Jones (1986) might have served to balance the picture.

Only Portsmouth *et al* (1985) have reported results as poor as Hannon and his co-workers, even for "traditional listening" projects. Perhaps this merely emphasizes Barbara Tizard's comment that successful parental involvement in reading schemes "demands a high level of organization on the part of the teacher".

Regarding "paired readings", which is commonly delivered within a more organized framework, and now frequently on a mixed ability basis over long periods, the evidence is inconclusive. In the Kirklees I.e.a. alone, test results are available on more than 2,000 participating children. Massive gains on a variety of reading tests have been documented, and baseline and control group data confirm without question that parental involvement in children's reading has a significant effect on attainment in both the short and long term.

KJTopping
Leader Paired Reading Project
Kirklees Metropolitan Council
Huddersfield
West Yorkshire

Share index rise

Sir - We note with interest the articles by Peter Hannon and Barbara Tizard about the equivocal nature of recent evidence regarding parental involvement in reading (TES, April 3).

From our experience of parental involvement, we suggest that four preconditions are critical if measurable success is to be achieved. First, the school needs a mastery-based reading curriculum; second, the materials the children take home should be directly linked to this curriculum; third, the role of the parents should be clearly defined; and finally, the parents need brief training in encouraging their children and correcting mistakes in a friendly, non-threatening manner.

In our case, the curriculum is provided by Metra Companion Reading and the primary role of the parents is to provide fluency building practice; successful comprehension depends on fluent reading, and this in turn requires one-to-one practice that is difficult for schools to provide.

This is achieved by providing the parents with a "share sheet" that reviews new and old material at the end of every three to seven reading lessons throughout the year. In this way, the parents are kept informed of and involved in their child's progress through the curriculum.

The results we have to hand for 14 top infant children, previously classified as failing readers, indicate that parental involvement can increase fluency rates on average by a factor of 1.9 (median 1.9, mode 2.1) in a period of a fortnight.

So, for example, a typical child whose reading rate on a share sheet was 42 words a minute has increased by a factor of 1.9 to 80 words a minute. Research suggests that in children of this age a rate of 80 words a minute is required for satisfactory comprehension.

Our view is that, given the preconditions listed earlier, parents can make a valuable contribution, providing that we do not simply throw books at them. And the parents' and children's views of this? More of the same please.

DOREEN HOWES
MARY POTTER
Walsall Wood primary school
Brownhills Road
Walsall

MICK PITCHEFORD
Education department
Psychological services
Leeds House
Linton Street West
Walsall

New attitudes

Sir - Your assertion (TES, April 3) that two independent research studies have failed to confirm claims that children's reading is enhanced when parents are involved in their learning is not totally accurate. Reading test scores are only an indicator, and very often quite an unreliable indicator, of children's reading ability.

For those of us who are committed to the principle of involving parents, not just in reading but in the whole education of their child, these results will be almost a welcome relief from the evangelical zeal with which "paired reading" has been promoted with its over-concentration on test scores and the short-term gains that can be produced, given favourable circumstances. There is much more to education than this and involving parents has many advantages which the smoke screen surrounding test scores must not be allowed to obscure.

The Belfield parental involvement project is, as you say, influential, and rightly so. The final report concentrates heavily on the mutual benefits that accrue by involving parents in the education of their children. Parents' strategies were remarkably similar to those of teachers when hearing children read, and the myths that parents are not interested or not capable of helping their children have been totally exploded.

Children's attitudes to books and reading improved during the project. Parents and teachers developed a



much closer relationship and parents themselves gained in self-confidence. The child who sees the teacher and his parents co-operating and sharing common goals must come to view education and school in a positive light.

These advantages are much more important and fundamental than consideration of more test scores. Schools and teachers who are already some way down the road of parental involvement will not be deflected or discouraged by the latest disclosures. By now they will know for themselves that it is essential to continue progressing for the mutual benefit of children, parents and teachers. The evidence will be absolutely clear - involving parents is in everyone's interests and schools which prefer to practise parental exclusion are doing themselves and their children a great disservice.

DE HARRISON
Headteacher
Hill Top C.P. School
Hill Top Drive
Rochdale

Exchange rate

Sir - How refreshing to read Tim Brighouse's honest and swinging condemnation of our unsuccessful methods of teaching a modern language in schools (TES, April 13).

His proposals stood out all the more since you placed the report of his speech underneath one by the staff inspector for modern languages, Michael Salter, for whom I was blithely recommending more of the same.

Has no one noticed how even intelligent adults who have done five or sometimes seven years of French in school become timorous and incapable when they are asked to talk with a Frenchman who has no English? And how almost the only English adults who actually enjoy speaking, hearing and reading French are those who teach or have taught it - for example HM Inspector responsible for modern

GRIST monitor

Sir - We support the views of Alan Evans (TES, April 3) in which he makes a case for a national consultative committee for the development of in-service education, to ensure evaluation and monitoring of the new GRIST arrangements.

As part of the group that could be termed the "new providers" of INSET, we are all too aware of the need for some central body to monitor and evaluate the range of provision as it becomes available.

This would give appropriate information concerning the forms of provision available. However, this should be, as Alan Evans argues, an evaluation of courses to meet the professional requirements of teachers, rather than a more monitoring of available INSET.

Certainly, the GRIST arrangement have created for us the opportunities to develop a pattern of interactive professional development with I.e.a.s in the formation of award-bearing special needs courses.

For teachers, this means we are starting to address the concerns revealed by Gough in 1978, from a study of INSET, that in-service education gives little intrinsic reward for its "practical focus". Therefore, having negotiated a range of GRIST courses with which I.e.a.s participate in order to meet the needs of teachers, we would welcome the opportunity to obtain information from a national consultative committee to improve our courses for the mutual benefit of all concerned.

MICHAEL PHILLIPS
MICHAEL REED
Senior Lecturers
Special Needs Centre
West Sussex Institute
of Higher Education
Bognor Regis

Language points

Sir - I was delighted to note the attention which you gave to the recent annual conference of the Joint Council of Language Associations (TES, April 3). This was a magnificently organized and very impressive conference, in which the progress made in foreign language teaching and learning and the challenges for the future were profitably discussed.

I should, however, be grateful to clarify three points raised in your article. First, I was suggesting that below-average pupils do not need to change languages, as opposed to curriculum, in mid-stream.

Second, I was not attacking traditional grammarians but criticizing the lack of in-built structural progression in some modern courses, without advocating a return to the abstract teaching of grammar.

Third, I did not ask for more opportunities for "sustained grammar" but for "sustained conversation".

Latin quarter

Sir - The article concerning Highbury Grove school's resistance to becoming an 11 to 16 school provokes me to answer some of the questions it raises (TES, March 27). The need to include all school sixth forms in the tertiary college is not just the quirk of the "bureaucratic mind"; educationists

abhor the existence side by side of the two educational systems of 11 to 16 and 11 to 16 schools.

The "anti-elitist" Inner London Education Authority is right to insist on all schools in Islington coming into the tertiary college. To allow one school to stand outside would result in that 11 to 16 school being regarded by parents as "the grammar school" and the rest (the 11 to 16 schools) as secondary moderns, thus depriving the tertiary college of the comprehensive intake it should have.

In any case, what is so special about Highbury Grove? Its sixth form is nowhere near the 150 minimum laid down by the Department of Education and Science as a satisfactory size for a

A levels priority

Sir - I was most disturbed by the quotation ascribed to Jeff Kirkham in the article by Ian Nash "Weighing up options for a balanced future" (TES, April 3).

Just a year ago I sent a letter to all the medical schools in England and Wales asking them for their policy regarding GCSE double certificate combined science. Almost all replied. Many were guarded in their response as they had not studied syllabuses, but there was very little of the "hostility" claimed by Mr Kirkham. The impression that I received was that good grades at A level in appropriate separate science subjects were what concerned the medical schools and that

Need to discover better parental roles in reading

Sir - I was disappointed to read the headline on the feature "Parent involvement - a no-score draw?" (TES, April 3). On reading the article it transpired that the uncertainty about the value of parental involvement was based on relatively small-scale studies and that the findings of the only really important study into the area in this country (the Haringey research) remain unchallenged.

It is the prerogative of the educational researcher to shake received wisdom. Iconoclasm is always attractive, particularly if hard images have been formed on soft evidence. But the evidence on parental involvement is not soft. And parental involvement is a tender plant to nurture.

I suspect I shall meet several people over the next few weeks who will now inform me that "research has shown" that parental involvement in reading is not as valuable as previously thought. On the basis of the material reported in

your feature, nothing of the kind has been demonstrated.

The importance of the means of involving parents is apparently reaffirmed. It is no use simply sending books home and expecting Haringey-type gains magically to take place. But few of us need research to tell us that. What we now need to know is more about the ways in which parental involvement may be improved.

Surveys I have completed (reported in June's *Educational Research*) show that parents are actually being involved in their children's classrooms far more than we might have supposed. It is through researching refinements in this kind of practice that the next steps forward in parental involvement will be made.

GARY THOMAS
Senior Lecturer
Department of Educational Development
Oxford Polytechnic

YOU FAILED FRENCH ORAL, BUT PASSED WITH DISTINCTION IN ANGLO-SAXON...



Language points

Sir - I was delighted to note the attention which you gave to the recent annual conference of the Joint Council of Language Associations (TES, April 3). This was a magnificently organized and very impressive conference, in which the progress made in foreign language teaching and learning and the challenges for the future were profitably discussed.

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MV SALTER
HMI Staff Inspector
for Modern Languages
Department of Education and Science
Elizabeth House
York Road
London SE1

Sight and sound

Sir - I read with great interest the report on the Joint Council of Language Associations' conference in Hull (TES, April 3), particularly the criticisms of current developments in language teaching made by Mr Michael Salter, HMI Staff Inspector for modern languages.

I would largely agree with his statements that there is too much emphasis on role play, with English as the stimulus, and that there is too much English in comprehension work.

What are the implications of these statements for the GCSE examination? Of the four skill areas, two - listening and reading - are tested almost entirely in English. Role play figures prominently in the testing of speaking. This leaves us with writing which, of course, is not compulsory.

What conclusions should we draw?

EDDIE ROSS
11 Danask Road
Stanway
Colchester
Essex

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

LUNCHTIME

A dog's breakfast

Tony Evans

Whether or not teachers, employers and Kenneth Baker can eventually agree about the imposed pay settlement, one thing is certain: under the current arrangements, school lunchtimes will remain a dog's breakfast.

Those involved in pay and structural negotiations over the past 12 months have neatly excluded the lunch hour from any of their proposals, following the convenient principle of "out of sight, out of mind" (or perhaps it should be "off site, out of hand"?)

This doesn't affect most teachers, who very understandably choose to take a midday break themselves rather than supervise children - and it certainly doesn't affect Mr Baker, who has more enjoyable things to do between 12 noon and 1pm each day than preventing Tracy climbing the gullposts, reporting a gas leak in Room 6 or hauling Dean out of the fishpond.

The long period of culpable inaction over lunchtime arrangements, or rather lack of them, is having some very serious consequences. In many schools, headteachers and their deputies are faced with an impossible dilemma: either to act against their better judgement and allow inadequately supervised pupils to remain on the premises at lunchtime - or to act against their better judgement and exclude pupils from the site, relying (unrealistically) on parents taking responsibility for their sons and daughters.

This is rather like asking the person trapped on top of a blazing tower block whether they would prefer to jump or burn. Many heads end up with the worst of both worlds - too many children on site, and others excluded.

The moral dilemma of the headteachers is not, of course, the worst aspect of this unacceptable situation. Heads may suffer pangs of conscience: the children, particularly the younger ones, are likely to suffer from pangs of hunger, and be cold, wet and miserable. The shivering pupil is now a common sight in the street at lunchtime, clutching his or her sodden sandwiches or bag of wet chips, trying to get some shelter in the local toilets, bus shelter or graveyard. A dog in the same situation would not doubt be reported to the RSPCA.

There is widespread public unease about the lunchtime crisis. This has resulted in a totally inadequate Government initiative, whereby enough extra money has been found to provide one or two extra lay supervisors for each school. The most



charitable interpretation of this "solution" is that it is based on ignorance: the mistaken belief that large numbers of schoolchildren, including fourth and fifth year pupils, can be properly looked after and controlled by a few non-teacher supervisors. The less well-disposed might prefer to see the initiative as a cynical PR exercise, designed to make it look as if effective action is being taken.

It is ironic that such laudably high standards of supervision are now demanded for out-of-school activities and trips (following the Land's End tragedy), while at the same time large groups of inadequately supervised pupils are tolerated at midday. Accidents can happen just as easily in school playgrounds and in high streets as they can during trips to the Science Museum or visits to Exmoor.

The lunch hour problem is not going to disappear. In fact, it is likely to get worse, since heads and deputies will not be willing to shore up a crumbling system indefinitely. Central government and local authorities therefore need to look at credible solutions as a matter of urgency. If paying for adequate supervision, either by teachers or lay helpers, is seen as too expensive (a ratio of one helper to 30 pupils would be about right) then more radical alternatives, such as the continental day, must be considered.

If something is not done soon about the lunchtime crisis in our schools, we will succeed in creating a generation of children increasingly alienated from a society and education system which forgets all about their health, welfare and safety for a large proportion of each school day.

Tony Evans is deputy head at Mangotsfield School, Bristol.

TALKBACK

The headteacher ushered me into the classroom, introduced me to the silently reading children, whispered a quick, "I'll leave you to it then," and was gone.

The silence, after few minutes, transformed into animated whispered conjectures as to who I was. Finally the boldest in the class put up his hand and, pointing to his neighbour, said: "He says that you're from the comprehensive, is that right?"

I told him it wasn't. This prompted a small boy, obviously not very attentive that morning, to ask if I was a maths teacher from the comprehensive.

I denied this, telling them that I was a plain ordinary supply teacher come to teach them because "Miss" was not well.

They were having none of this. With a look of victory on her face, a girl at the back offered: "Are you an inspector come to test us?"

When I finally convinced them that I really was a common or garden supply teacher, an air of open-mouthed incredulity fell upon them.

I am confident that, had I been female, such speculation would not have arisen. Male-teacher stereotyping was immediate and automatic. Male equalled secondary, maths and, failing those, inspector.

Teachers stereotype as well. On my third consecutive Wednesday in one school, a young female teacher asked if I were an adviser; another whether I was a college lecturer doing research. When I tell them that I am a house-

husband, doing supply work to help pay the mortgage, they are puzzled. Yes, but what else do I do? What am I going to do next?

What disorients people even further is the fact that I was a head-teacher until last July when, for various reasons, I resigned. Heads who employ me tend to regard me with a mixture of sympathy, suspicion and perhaps just a dash of envy.

When I was head, eight o'clock phone calls were bad news. They meant one thing: a teacher wasn't coming in that day. The next half-hour would be spent telephoning for a supply teacher or frantically thinking what I was going to do with class 3L that day and of the appointments I would have to cancel.

I got so paranoid about eight o'clock calls that I used to lock myself in the bathroom and my wife would have to answer them. Now I love them. They mean £50, maybe a new school to visit, a new class, or perhaps some familiar faces, and at the end of the day my responsibilities end.

It is an art, keeping happy and busy at very short notice, an unknown class of seven-year-olds at a school in which you have never before set foot. As a head I used to employ a supply teacher

SUPPLY

Head on a block

Paul Harrison

Some are slightly embarrassed as if I had fallen on hard times and they were giving me charity. One was almost apologetic and insisted that I had my mid-morning coffee in his room rather than the staff-room.

Initially, under the strangest of pretexts, heads tend to make frequent visits to the classroom in which I am teaching. One pretended to be checking stock. Another strolled backwards and forwards along the corridor, surreptitiously peering in through the glass of the classroom door.

They do not believe, I suspect, that an ex-head can actually teach. Do they, I wonder, expect to find some broken gibbering idiot in a class running riot?

When I was head, eight o'clock phone calls were bad news. They meant one thing: a teacher wasn't coming in that day. The next half-hour would be spent telephoning for a supply teacher or frantically thinking what I was going to do with class 3L that day and of the appointments I would have to cancel.

I got so paranoid about eight o'clock calls that I used to lock myself in the bathroom and my wife would have to answer them. Now I love them. They mean £50, maybe a new school to visit, a new class, or perhaps some familiar faces, and at the end of the day my responsibilities end.

It is an art, keeping happy and busy at very short notice, an unknown class of seven-year-olds at a school in which you have never before set foot. As a head I used to employ a supply teacher

who always brought with her a large brown buttered suitcase that she referred to as her "survival bag".

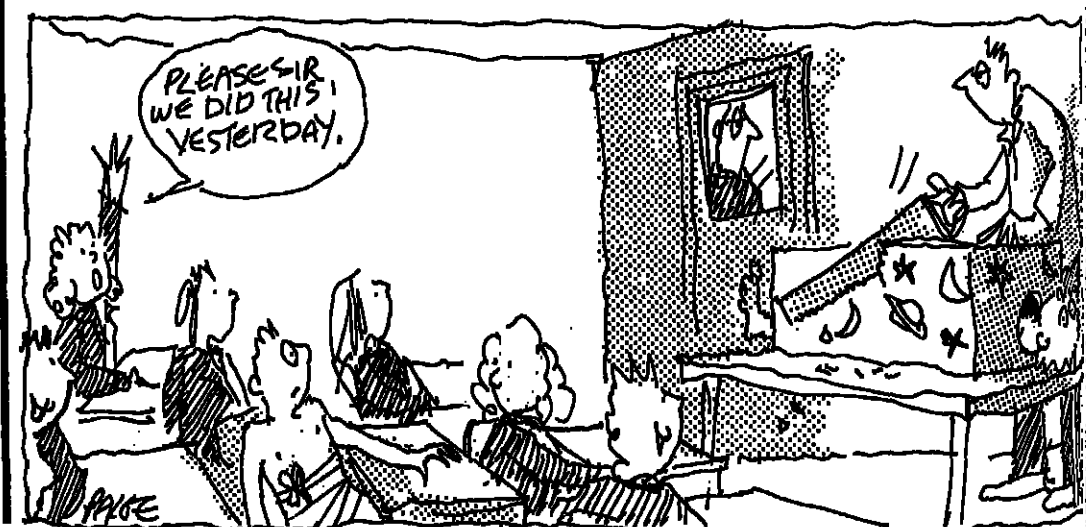
It was a magic suitcase. From it could produce, like rabbits from a hat, anything she might need to keep a class happy and busy for a few worksheets, books, seltzer, a ruler, or, spare pants for the infant who couldn't wait, and even football boots (for her use). Her professional approach impressed me immensely and is one I try to emulate, even dressing up in clothes around with it.

"We did that with Miss!" is the clever Dick's cry that is guaranteed to sink the heart of the most senior supply teacher. But it does not mean that they did it. Although on one occasion I recall, they had.

I had had advanced notice that I would be in one particular school. I spent a long time carefully and thoroughly planning a full day's activity. I was a top junior class and the work was based on spiro-laterals. I thought odds against the class having anything so esoteric would be to go. (Do you know what spiro-laterals are?)

I went into the classroom, sat at my desk, and there, brazen and muck looking up at me was yesterday's class. And you can guess what it was. I heart sank. The class began to look in. What was I to do? Then I remembered. I quickly opened the survival bag.

Paul Harrison lives in Aylesbury.



PRIMARY SPORTS

Roanne of the Rovers

Mark Chesterton

emphasise the competitive aspect of sport so much and may have attracted many of those who disliked the competitive basis of school sport in the past. Competition is present in these new forms of exercise but it is competition against oneself or a partner.

The ethic of traditional team games is that winning is the only real satisfaction one should expect from sport. It is only with the reduction of this competitive ideology that real mass participation in sport can take place.

So what are our priorities in school sport? Do we want to concentrate our limited resources and energy on the obvious talents of a few in a wide range of sports and gain national and personal esteem? Or do we want a large, physically-active population which enjoys leisure sport and so leads longer, fuller and healthier lives because of it?

In the first of these, constant failure to make the grade will turn large numbers away from sport as our past teaching in schools demonstrated.

Traditional representative teams are still expected by some to turn out to battle for the honour of the school colours. Reports are referred to at governors' meetings and a tangle of pleasure goes round the school at the thrashing of the nearby juniors 15-0 at netball. Politicians, parents, administrators, coaches and royalty see that sport is alive and kicking in our schools.

after all and conveniently forget that team coaching in no way ensures understanding or enjoyment.

No tears will be shed for the children at that defeated school who, after the sixth such result may never play netball (or perhaps any other sport) again. No thought will be given to the 10 other girls who regularly turned up as "also rans" to give the team essential practice and who never received recognition, satisfaction or thanks.

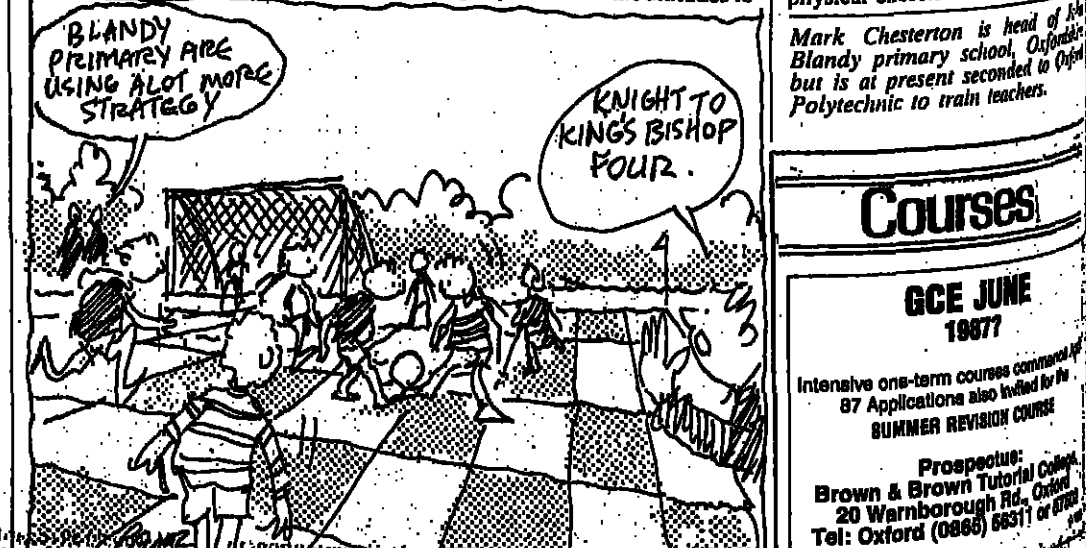
No consideration will be given to the rest of the school who might not enjoy playing netball or football and who on games afternoon stand with blue-coloured knocking knees as Roy or Roanne of the Rovers bops the ball and runs circles around everyone.

Every primary teacher should organize games lessons that reflect the varied choice of activities available in society at large. Small team games should involve all children in enjoyable exercise. Tactics should be discussed and practically developed so understanding grows alongside physical capabilities. Lessons need to be planned and carried out to reach real sporting objectives and the attitudes to

he encouraged should given means to the phrase "good sportsman".

There would be a public concern for teachers were to concentrate only on multiplication for boys and division for girls in out-teaching of mathematics. Yet frequently this is all parents and sports administrators expect from school's PE programme. In educating them, alongside the children, the teacher has to give their games lessons the same careful planning as they give to language or numeracy to every child's physical needs are met. After all that is what PE means, isn't it? You never know, the quality of the and the standards of the school may improve at the same time as the peers are turned on to some kind of physical exercise.

Mark Chesterton is head of the Blandy primary school, Oxford, but is at present seconded to Oxford Polytechnic to train teachers.



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FEATURES

Through black eyes

Zodwa Maseko describes how the majority in South Africa are educated for unskilled dependency

Education can never be neutral. All education has an intention. It is either an instrument of domination or liberation. Education for blacks in South Africa has been designed as an instrument of domination. That is the reason many black school students in various parts of the country are refusing to co-operate, because they are tired of an educational system which is inferior and makes them perpetual slaves.

Education involves the socialization of the person, the teaching of the beliefs, values, norms and ideals of that society. Because education policy and structure for blacks is in the hands of whites, who are in full control, it means the beliefs taught and ideals inculcated are those of whites.

Blacks have no say or voice in the land of their birth. Oppressed and exploited, yet strong and feared, they have no input or contribution to make in the development of the educational structure and policies of their own community.

The ruling whites believe blacks are so inferior they cannot think in an abstract way: that means they are not prepared to teach black children what they teach their own children. They have to design a different kind of education suited to an inferior person to keep him in a state of inferiority in order to dominate him.

Education for blacks is designed to make the black child accept his status of "inferiority", the status quo, to be "obedient" and to work hard. It does not prepare the child for leadership roles, it does not train him in the exercise of authority and does not teach decision-making and problem-solving skills. Black education is deliberately worse than education provided for coloureds and Asians.

It is education for under-development, it dehumanizes a person and stunts his growth as a person. It teaches blacks that they have no rights, can never question authority. Where there is potential for development, creativity and innovation, the system kills it, frustrates it, or pushes that person out of the country.

It teaches the black child to accept as given the fact that he has no freedom, that he is to be



Black students learn in separate impoverished schools to expect disrespect

treated with disrespect. It is highly repressive and based on beliefs that compartmentalize people on the shape of their noses or the colour of their skins. It does not teach a person to develop as a full-grown mature person who has rights, even the right to question authority.

Black students come from an impoverished education system. Underqualified teachers, themselves victims of the system, are teaching in overcrowded classrooms with poor facilities. Often the only way to cope is to resort to rote-learning.

Because of separate schools and the Group Areas Act that makes the different races live in different areas, most black children learn English as a foreign language and have little opportunity to hear it and use it.

Their first language is Zulu or Sotho. It is a huge step for them to study complex subjects in a language in which they are not fluent. They are at a massive disadvantage when it comes to meeting the heavy reading and writing requirements at higher institutions.

The education policy prepares black youth for the labour market and to assume semi-skilled jobs. It makes them believe they have no history

and to see themselves as uncivilized, lazy, and worthless; everything useful and good is white, everything weak and bad is black.

The Bantu Education Act of 1954, on which the education of the black child is based, under-prepares him to cope in a world outside South Africa. That the world is full of Black South Africans coping with the demands of the cosmopolitan international world, says a lot about community education or clandestine education that goes on totally unknown to the government.

Black teachers are under-prepared: the schools they teach in have no facilities or are inadequate. Some schools do not have enough desks for the children, there are no libraries or science laboratories and no trained personnel to maintain even the few facilities that are available.

The children from these schools come mainly from parents who are economically exploited. Children have to walk a long way from home and some catch as many as three buses to get to school. It is expensive and time consuming and places severe restrictions on the amount of time they are able to devote to their studies.

Hence the calls in the black community for Bantu Education to be replaced by People's

Education. That would involve the transfer of power to the people actually concerned with the education process - the teachers, students and the parents. It would mean subjects related sensibly to the needs, interests and perspectives of the black community. It would mean seeing education as part of the liberation process which would involve a great deal of open and democratic discussion and encourage competitive individualism.

Above all, People's Education would represent an education system where people would learn to see themselves as the subjects and makers of history, not as its objects and victims. In the end, People's Education would take in the whole educational system, but the notion of People's Education is particularly alive in the black community, because Bantu Education has been so unsatisfactory and because black students are on the whole more socially aware than their peers in the coloured, Asian and even some of the white societies.

Zodwa Maseko is a black South African. She was a journalist on the Natal Witness for three years and is now studying at University College, Cardiff.

Moral crisis

Teachers should practise the openness they preach says David Pavett

There is no real consensus on moral values and that puts teachers in a delicate situation. What values should we seek to develop and encourage? How can the encouragement of any particular values be justified?

In The Curriculum From 5 to 14, HM Inspectorate put considerable emphasis on the need to investigate moral problems in a reasonable manner. Children need to be brought to see that the "rational resolution of disagreement is possible and desirable". The inspectors recognize that "teachers and pupils... live in a society in which moral reference points are now less clear or less widely agreed". But, they add, "moral diversity does not make moral education impossible, still less unnecessary".

The inspectors clearly feel some anchor points will remain, however, since they end by saying that "schools have a clear duty to ground their

pupils, by teaching and example, in those widely shared moral values like tolerance, honesty, fidelity, and openness which are essential for the conduct of individual and social life".

It is difficult to disagree with these sentiments but how far do they take us? Frederick the Great once supposed to have said, "there is only one thing I will not allow in my kingdom and that is intolerance", thereby nicely illustrating the problem of such general guidelines.

Does tolerance mean turning a blind eye to the activities of the racists under a "live and let live" policy? How "widely shared" is the commitment to honesty? What values should we seek to develop and encourage? How can the encouragement of any particular values be justified?

But are we any better in education? How often are those who raise their voice in protest against things they believe to be wrong in education told to keep their heads down? Many of us have seen the locally-written curriculum packages which are written in conformity with centrally devised guidelines with transparent insincerity. "Do as you are told, even if you think it is wrong; don't make a fuss", is the message so often given to those who want to discuss the problems.

And what of "fidelity" and "openness"? Fidelity to what and openness with whom? You don't have to look far in most educational institutions to

see how problematic these virtues are in practice. Faced with such questions there is a temptation to retreat into moral agnosticism ("There are no answers"), relativism ("Who's to say what's best?") or emotivism ("Morals are only a way of justifying the things you happen to want").

I would hazard a guess that teachers have neither an explicit nor an implicit commitment to the "rational resolution" of moral differences. This would not be surprising since there is a great deal in contemporary culture which conspires against this (as Alisdair MacIntyre forcefully argues in his book *After Virtue*).

Perhaps it would have been more helpful if HMI had been less blunt and had gone further in recognizing the depth of the moral crisis of our society. But had they done so they would certainly have had to contend with those currently putting considerable pressure on the BBC to be more docile and conformist. To ask for this sort of forthrightness in HMI's paper is perhaps to ask for too much in the way of "honesty" and "openness".

The answer lies not in finding a modern equivalent of the 10 commandments but taking these questions seriously and in trying to resolve them with others. Unless parents and teachers are prepared to make a real effort in this direction they cannot be said to be showing proper concern for the moral upbringing of those in their charge. We should all regard ourselves as answerable to

others on these matters. Even our role as parents should not allow us to hide behind the "Are you saying that I don't know how to bring up my own children?" approach. Children are not state property but they are not private property either.

In schools and colleges, we need to develop an atmosphere of plain speaking and honest discussion about the problems we face and the disagreements that we have with each other. This seems to me to be a necessary preliminary to us showing in our professional lives (the moral tenor of which is bound to filter through to the pupils) what virtue there is in honesty and openness.

My experience in education suggests to me that we have a long way to go in settling reasonable norms for such behaviour. Those who are prepared to say what they really think at union and staff meetings even when they think that the majority (or perhaps just those in more senior positions) would prefer not to hear it should develop the habit of saying it anyway.

Here as elsewhere the virtues to which most of us pay lip-service can only survive in any substantial sense if we are eternally vigilant. When the "silent majority" and the "moral majority" are referred to in the same breath I believe that we have a contradiction in terms.

David Pavett lectures in physics at Hounslow Borough College, Isleworth.

Travel

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FEATURES

Right, quiet everyone. We've got a couple of our chaps posted at the staffroom door, and if anybody asks, this is a meeting about next week's ITA bring-and-buy. Actually, it's a chance to get some gen on the officer in charge of *The Escape Committee*, which celebrates its first birthday this month, so those of you who'd like to go over the wire, pay attention.

Now, some of you may have coughed up £14.95 in order to get this newsletter six times a year about how to make it out of Schoolditz. John Wilson is the man behind it all, and he very kindly agreed to talk to me about how we can all break our bonds, throw down our chalk and walk into civvy street like free men. And women, of course.

Now, before I tell you what Wilson has to say, I'd like to point out that he himself is on the point of escaping. He was commandant, sorry, head of an adult education institute in Kent, and he recently got redeployed, but now he's actually making the break, with the help of a generous lump sum payment from HQ.

Apparently the brass hnts have been pretty kind to him, and while they were never particularly pleased that one of their men was putting out what could be regarded as subversive literature, they never called him to account – a reasonable sort of attitude when we all know that lots of authorities would have thrown the book at him before you could say "knife".

That reminds me – one of Wilson's wheezes for going over the wall is for people to start their own knife sharpening business, but we'll come to that later. He also got involved with trying to interest potential escapees in a foolproof method of winning at roulette, but that came to naught.

Naturally, one of the first things I asked JW was how many of our chaps have followed the tunnel plans in this escape manual and made it to the other side?

Out of the 560-odd chaps who signed up, and more are joining every day, only three are on their way out, as far as he knows. One is starting his own printing business, another is about to join an insurance company as a salesman. One has already got out, after successful careers counselling, and is making her way in accountancy.

Disappointing scores, I know, but John Wilson points out that it's early days yet, and that for many would-be escapees, getting out is a slow and painful process, and they need all the help and support they can get.

So, what sort of support does the newsletter offer? Well, there's quite a lot of articles and advertisements about the franchising business. This, in a nutshell, means that you buy the right to sell a parent company's goods or services in your area. The company provides all the back-up like equipment, stationary, and sometimes the items for sale, and advises you about getting started. You also get the benefit of being able to trade under the parent company's name, cashing in on an established reputation. *Wimpy bars* and instant print shops are generally franchise-run outfits, but as the price for buying the licence for one of these can run to £300,000 or so, they might



Over the wall

he outside the average teacher's budget.

The Escape Committee's suggestions are on a more homely level. You can buy a knife sharpening franchise for as little as £3,000 and then toddle off round hospitals, hotels and restaurants with the sharpening gadget in the back of the shooting brake.

For £2,100 you can buy a franchise for something called *Tumble Tots*, which involves "giving young children the opportunity to develop physical skills through play" at your local church hall or sports centre. The advantage of these two, of course, is that you don't have to buy premises. Also featured are two book-selling franchises, a home tuition franchise and a careers analysis franchise.

The newsletter regularly alerts readers to the possible pitfalls of the franchise business, and explains that reputable franchises are members of

Nick Baker meets the man who got away with encouraging teachers to break out of the classroom

the British Franchise Association. What it doesn't point out is that *none* of the franchise operations featured in advertising or editorials appear to be members of the association, nor have any applied to join when I checked.

This doesn't bother John Wilson, "Because

we're not recommending them, we're not going to take this franchise up." While he agrees that he needs to go into franchising in more detail, he feels that the franchisors featured in the newsletter "may have their own reasons" for joining the franchisor's association.

A solicitor with some experience in the franchise business (some of which he regards as "dubious") advises would-be franchisees to conduct company searches to find out more about the franchisor, and to ask for bank references. He also suggests that with small scale businesses, a franchisor is often unnecessary, particularly if the franchisor doesn't have a wide reputation. A franchisor is traded on. You might just as well set up your own and save your money. None of the hush-hush advice can be found in the newsletter.

It does seem as though John Wilson often

lead a team, and that she had taken a number of courses in educational television, which demonstrated the extent of her commitment, she went to BBC and ITV individual programme buyers. After four interviews she was offered a job.

Rosalind stressed that switching from teaching to television production had not been that easy. "A lot of people try to get out of teaching and I have been asked by countless teachers how I managed it, and the answer is I only did it at a longish slog and considerable forethought".

Self-employment provided another route. Jonathan Inglis was an art and computer teacher who has put both together, and now works as a freelance illustrator using computer graphics.

In other cases, people build on skills they have developed outside the classroom. Sylvia Skelton, a primary teacher who was always a keen knitter, has now started her own knitwear design business.

Most teachers who opted for self-employment experienced a drop in salary in the first few years. During such lean periods many combined with employment with some part-time teaching. Most felt that the independence made up for the loss of security.

Jonathan Inglis described his work as "thrilling and exciting. I like being able to work on my own hours and not being tied to the classroom. I do miss the kids at times".

After working as a primary school teacher for seven years, Claire Carter decided to train as an architect, an ambition she had been nursing for many years. While still teaching full-time, she prepared for the move by building up a portfolio of artwork at evening classes and working on a local architect's office during her holidays.

Building on the fact that she had been head of department, she was able to secure a job in a

of opportunities to would-be escapees to spend money rather than to earn it. Careers guidance firms offer specialist advice (at between £30 and £95 a session) and one lady ex-teacher tells us all about starting her new assertiveness training business. Naturally, she offers training in assertiveness to Escape Committee members at a reduced rate.

"I'd defend the suggestion that teachers need to spend money on professional careers advice", says Wilson, pointing out that career development advice for teachers is non-existent within the system (in fact teachers can get free careers advice from the MSC's Professional and Executive Recruitment agency at Job Centres). He does agree though, that the cost of such proprietary advice can be "horrendous". He also rightly points out that not all his suggestions for escape require money from the escapee.

Confederation Life Insurance Company will support the right applicant with a salary for two years, before he or she embarks on the tough road of the commission-only insurance salesperson.

One newsletter also includes a fulsome piece of an ex-head of modern languages about his business, selling health and beauty products via the notorious multi-level marketing system which is the closest legal alternative to pyramid selling.

"I had intended to write an introduction to that article being a bit more sceptical about multi-level marketing, but we ended up with a shortage of space", explains John Wilson. He's hoping that future issues will include more critical letters and articles on the subject. However, he is at pains to point out that teachers need encouragement more than warnings about the dangers on the other side of the playground wall, because most of them "aren't tuned into the commercial world".

His ideal is a network of escapee members, co-operating in commercial harmony with their new businesses and communicating through the newsletter. As a vehicle for Wilson's own liberation, the newsletter hasn't yet been a lucrative source of income in its first year. He has been depending to a large extent on his other publishing ventures (liberally promoted in the newsletter). He's just published two further escape manuals *Getting Another Job* and *They Escaped* – the latter a survey of 38 ex-teachers who responded to a letter he wrote to a national newspaper last year.

John Wilson agrees that there is some truth in the proverb "God helps those who help themselves" and sympathizes with the notion that those teachers who have the will and the saleable skill to escape will do so unaided. However, he does see this as a "grim message for teachers desperate to get out".

For those awaiting the right moment to make a run for it, John Wilson says The Escape Committee is a morale booster. To those who haven't a hope he sees it, as a shared pipe dream – of running a successful country guest house, becoming a famous writer, or throwing everything in to being an itinerant franchised knife sharpener. And there's nothing wrong with a little escapism.

On the strength of her portfolio and her holiday work she got a job as an architectural assistant with a local authority, and a place on a part-time architecture course. Her employers pay her a salary (more than she was earning as a teacher), pay her course fees, and give her day-release so she combines work with study. As a part-time student, it will take her at least eight years to reach RIBA Part II standard, which will allow her to practice as an architect.

Claire's case should give hope to teachers who feel that they want a complete break, but that it is too late, or too difficult. If you are seriously committed it is possible to move into an entirely different career.

Teaching is such a varied and demanding job that it is impossible for a person to work in the classroom, and not gain something from the experience. As an ex-teacher embarking on a second career you may be older than average, but you will have acquired a range of skills that will stay with you.

Perhaps most telling of all, Claire felt that even though she has eight years of study ahead of her, life is actually easier now than it was before. "Teaching is so physically and mentally exhausting. I'm continually struck by how peaceful and quiet my new job is in comparison".

Corinne Elton is the author of *Moving On From Teaching: a self-help careers guide which will be published by Kogan Page on April 29, at £4.95.*

The unpublished survey by LACSAB and the teacher unions estimated that 22,000 teachers left their jobs at the end of the summer term in 1985. An estimated 11,142 remained in work but over 15 per cent of those who got another full-time job left teaching in maintained schools altogether.

Mr Mason (History) first. Yes, he likes the look of the exam. There is less content and rote learning than GCSE.

Candidates will be assessed on their ability to

FEATURES

Beyond the jargon

A parent's eye view of the GCSE

It looks rather like a building society handout or a bank loan scheme, with bright red and blue illustrations and a question and answer layout.

Question. What is the GCSE?
Answer. The General Certificate of Secondary Education is the new single system of examinations.

The leaflet was brought home from the local comprehensive by our fourth year daughter. We've had several like it from the Department of Education and Science, only this time the school's English department has thrown one in as well – along with an appointment sheet for parents evening.

"By the way, Mr Daniells can't see you. He's booked up," my daughter calls from the hall. "And Miss Turner can only give you two and a half minutes. But they both say I'm OK and they don't need to see you anyway."

"That's not the point," I shout back. "We haven't had a parents evening for two years because of the strike. I want to see them!"

But hold your horses. Just calm down and read the leaflets.

The red and blue one with the pretty pictures makes it look ideal. What could be better than exams relevant to pupils' experiences, with more emphasis on practical skills, coursework which counts towards the final mark and successful candidates being awarded Grades A to G? It's not a matter of "pass or fail" anymore, there's something for everyone! And the teachers are all fully trained and adequately prepared for it, says the leaflet.

'Bear with us . . . we are all in the dark and not sure what we are doing'

I suddenly remember what Miss Horlock said last week to our daughter's top Chemistry set. "You must bear with us if we are a little ill-humoured at times. It's just that we are all in the dark, and not sure of what we are doing."

The leaflet comforts and consoles with news that local authorities and Government will have spent £80,000,000 on new equipment and books for the exam by 1988. Then why, I wonder, have we been sent a pleading letter from the school PTA, appealing for a covenant to help buy vital materials? And why is there only £1.50 per child to buy the new biology textbook, when it really costs £5.95?

But the second leaflet is designed to impress. Photocopied from the English syllabus, it's peppered with jargon: "assessment objectives", "assessment pattern", "differentiation", "grades description", and you need a PhD to crack this lot.

But, just a minute, read on . . . It's all so boringly obvious really, when you look at it, and I'm just a parent. "Candidates should be able to understand and convey information." "Students should be able to understand themselves and others . . . should recognize implicit meaning and attitudes . . . should communicate effectively and appropriately in spoken English." Well, I should hope so.

Surely teachers have been doing this, and a lot more, for generations anyway? But give it a chance. I'll feel better about it after parent's evening.

The hall is full of us – at least 300 mothers and fathers, sitting in little clutches near the appointed teacher. The staff are seated alphabetically at tables around the perimeter of the school hall. Everyone is a little anxious. Appointments are already over-running and out of sequence. Mr Montague (Maths) has an overflow who are forced to stand. Flustered parents dash between groups.

"What time are you?"

"7.36."

"Oh, we're 7.29. We're before you!"

The smiling headteacher patrols the hall. The deputy head discreetly removes cold, undrunk cups of coffee from staff tables, and replaces them with fresh ones. No time to drink, even though throats are dry.

Mr Mason (History) first. Yes, he likes the look of the exam. There is less content and rote learning than GCSE.

Candidates will be assessed on their ability to



most criteria," he says. "Not beat other candidates." Well, that sounds a good idea. Mr Turberfield (Physics) likes it too.

"It will show up the strengths of each pupil," he says. But he is a little worried about the practical assessments. For, at regular intervals, he will be required to test them individually. He will award a mark if they select an appropriate piece of apparatus, a mark for setting it up, a mark for intended aim, a mark for recording observations, and a mark for interpreting the outcome. Poor Mr Turberfield must cope with all this, and keep the rest of the class ticking over.

"All the same, it's a challenge," he says. "And I'm looking forward to it." Mr Grimshaw (Biology) isn't.

"Why change an examination system that was working perfectly well?" he says. "Oh, there's a lot of impressive jargon in here!" He waves the three-inch thick syllabus at us. "They don't say one pupil does better than another anymore. They call it 'differentiation'. And we've only got one sample exam paper to go on. How's that for a confidence booster when it comes to revision?"

On to Miss Turner (English), and the best our daughter has ever had.

"Will you be doing a Shakespeare?" we ask keenly.

"Well, actually, I'm leaving," she tells us in confidence. (Not another; last year the school lost two of the maths department to banking and computing.)

"I'm sorry," Miss Turner smiles apologetically. "But there comes a time when you just have to . . . well, move on. I don't know what they'll be doing for set books. It's no longer my decision." We shake hands, thank her, wish her luck in her new career and privately pray that she will be replaced by somebody as equally good and experienced – but fear it may not be so.

There is nobody waiting to see Miss Olthwaite (Music), so we slip into the two chairs facing her. She tells us that she is quite overwhelmed by the volume of work to be covered. What worries her most is providing a wide enough range of music for the class to listen to. From the Renaissance to the present day including rock, jazz, blues, African, Caribbean, Indian and the Orient.

"It's because we're a multi-racial society now," she says glumly. "But we only have one record of African drums in this school."

The time has come for us to join the militants surrounding Mr Montague. He tries to ignore the shuffling and muttering, ducks low behind his table, fixes his eyes on the two parents facing him, and talks earnestly.

The new GCSE maths projects are the source of the discontent. Set at regular intervals, they must be unaided, practical, and the topics relevant to and thought up by the pupils. They, of course, have carried the problem home, and the parents have suffered along with them; whole families trying to work something up from decorating a room, designing a hamster cage and searching for mathematical potential in little Johnny's paper round.

Weeks of anguish have finally delivered up the first of five projects. Many of them are excellent and original, but do not quite fit the new criteria laid down by the board. And so, although Mr Montague would like to award a grade C, he is bound to give a grade F. The parents are up in arms.

"Well, I don't know," says his wife. "At least we all knew what O levels and CSEs were. I don't think anyone knows what this is all about."

We laugh politely, rattle our car keys, and call goodbye to each other.

"Still," we tell ourselves as we drive home, "Everyone will be in the same boat. And the cream always rises to the top. Doesn't it?"

At least we know what the staff think of it now. Well, most of them. Except poor little Mr Daniells (French) who was too busy to tell us what he thought. And we never even asked Miss Turner. At least she needn't bother now. She's getting out of it all and moving on to better things.

Hannah Lambert

Hannah Lambert is a former teacher and her children are in a Hampshire school. The teachers' names in this article have been changed.

An unpublished national survey by local authority and teachers' associations shows that even in 1985 one in six teachers changing their job at the end of the summer term moved out of the classroom.

I interviewed 50 ex-primary and secondary school teachers, all of whom are now working outside the profession. Many stayed in education, becoming careers advisers, educational psychologists or youth workers. These had the easiest time; they had fewer interviews and quickly found a new job or a place on a training course.

Moves of this kind are seen as "career development" rather than a "career break". Whereas anyone who moves outside education has to contend with the mistrust of "career changers".

Another group enjoying a relatively smooth transition were those who moved into computing. This industry gives teachers an opportunity to use their most valuable asset – their ability to teach. As a former art teacher who now works as a software designer pointed out, "So many companies now use computers for all sorts of different tasks, that there's an enormous need for people who can train staff in the use of computers. Someone who knows how to put over information has a crucial skill."

Teachers who enjoyed the actual teaching aspects of their job, but were demoralized by poor pay or lack of promotion opportunities found that working as a trainer a happy compromise.

Sarah Shutt, a head of year who taught maths for four and a half years before becoming a training consultant for a software company, had no regrets: "I wanted still to be teaching as that is what I enjoy. I had some experience in computing prior to teaching, so working as a trainer in a computer firm was an obvious move. I'm glad I

The ones that got away

Caroline Elton, author of another teachers' escape manual, looks at those who made it

left as I get as much, if not more, satisfaction from my job as I did in teaching. I'm better paid, and I can see a number of different avenues ahead."

Teachers with a good background in computing tended to walk straight into a job without any formal re-training. Many other teachers acquired the necessary background by going on full-time Job Training Scheme courses, funded by the Manpower Service Commission. Of these teachers, some had absolutely no knowledge of computing before they went on the course, but all of them managed to get jobs once they had completed their training.

Other teachers I talked to made a completely clean break into careers that had few obvious links with teaching. These included an art therapist, research scientist, landscape gardener, solicitor, house painter, tax inspector, actor and charity administrator. None of these people regarded the years they had spent working as teachers as wasted, although many were very glad that they had left the classroom. They all felt that they had gained something from having been a teacher.

For the biology teacher/research scientist, the most useful aspect of teaching was that it taught her how to organize her time, while the drama teacher found that her experience in presenting material so that it had impact, and the primary

teacher/clinical psychologist gained an understanding of child development.

Age is obviously a crucial factor. Almost all of the teachers had moved before the age of 35, and many before the age of 30. Some successful teachers who had worked for many years, and had gained departmental or pastoral responsibility, had the advantage of management experience, which they could then put to use in another context.

John Towers, once head of modern languages at a large mixed comprehensive, taught for 10 years before he decided to leave the profession. At interviews he stressed his managerial skills, and he had a number of different job offers before he finally settled for his present post as a trainee sales consultant with an insurance company.

Even notoriously competitive fields like publishing and the media have their share of ex-teachers. Rosalind Erskine had a varied six and a half years' career in education, starting off as a PE mistress, then teaching Italian, and ending up as the head of community education and careers at a large Inner London Education Authority comprehensive. She then decided that she wanted to change course and become a television producer.

Building on the fact that she had been head of department, she was able to secure a job in a

Review

God, the Great Fumbler?

The Blind Watchmaker. By Richard Dawkins. Longman £12.95. 0 582 44094 5.

Dr Dawkins begins with a bang:

This book is written in the conviction that our own existence once presented the greatest of all mysteries, but that it is a mystery no longer because it is solved.

Ah, you might think, the latest evangelist about to announce a new Revelation? But no, the gospel dates back to the mid-19th century and was first penned by Darwin and Wallace. Dr Dawkins is an eminent evolutionary scientist, the author of *The Selfish Gene* and *The Extended Phenotype*, making a third presentation of neo-Darwinism for the benefit of the general reader. I find his books quite fascinating, but I am puzzled by their tone of urgent advocacy, so different from Darwin's own tentative, investigative style. Could it be that, inside Dr Dawkins the scientist, there is a residual believer, who will be content with nothing less than certainty? He declares significantly a few pages further on that "Darwin made it possible to be an intellectually fulfilled atheist". This suggests that Dr Dawkins himself, having negated the idea of God and put his trust in the gene or the extended phenotype, no longer has any serious metaphysical worries, and that the reader needn't either, if he subscribes to evolutionary theory.

Actually, I would have said that nowadays almost all of us — including the bishops — are Darwinians, at least in the sense that we see ourselves as part of the animal kingdom, albeit a uniquely evolved part. If Darwin's theory is correct, he discovered a universal process, and this puts him on a level with Newton, who formulated a universal law. But natural selection is still not crystal clear, nor has it solved the mystery of our existence, since Darwin had nothing to say about what might lie behind the process or how human self-consciousness emerged. So, Dr Dawkins' opening sentence promises more than he, or anyone else, can as yet deliver.

His aim, more prudently defined, is to convert us to evolutionism (those of us, that is, who are still opposed to it, like the American Creationists), by subverting the so-called Argument from Design. This is the view that the extraordinary complexity of life-forms in the world proves them to be the work of a Creator, just as the subtle organization of a watch inevitably suggests the prior existence of a watchmaker. I have failed to discover the origin of the metaphor of the Great Watchmaker, or *Grand Horloger*, but it was certainly familiar to the French thinkers of the 18th century, some of whom at first gladly accepted it as a basis for rational Deism, and then gradually discarded it as they came to realize that, however wonderful the Great Watchmaker's watch might be, certain parts of it worked in ways that the human mind can only find erratic.

The metaphor was, in fact, already obsolescent on the European intellectual scene when it received its most famous English expression in the Christian apologetics, Paley's *Evidences* (1802), which Dr Dawkins takes as his point of reference. The central thesis of his book is that Paley, although well-informed for his day, actually underestimated the extent of the complexity, but that the patterns are the effect, not of the will of a Creator, but of natural selection, operating blindly, and by an infinitely gradual process of change and adjustment, to bring about such apparent miracles of adaptation as the sonar equipment of bats or the human eye, both of which phenomena Dr Dawkins discusses at some length.

On one level, the argument is easy to grasp, although, of course, evolutionary theory, as discussed by the experts, has now reached a degree of logical and mathematical sophistication that puts it well beyond the scope of the general reader. But even he can see that, granted that there are such things as genes (they can be "transplanted", it seems, but cannot be studied directly and are known only by inference) and that they mutate, the interaction between the fluctuating characteristics of any animal population and its given environment consisting of food resources and predators, will gradually mould the individual creatures in certain directions. Even the awkward problem of the eye, which delighted Paley and bothered Darwin, is theoretically solvable, if we accept that, over millions of years, what was, in elementary creatures, a patch of skin



sensitive to light, might in the end, through minute modifications, become the fully developed double organ.

Where my understanding chiefly breaks down is with regard to the source and nature of mutations, an issue that Dr Dawkins doesn't tackle as directly as one might have expected. Does it make sense to say that mutations are random? Dr Dawkins replies: "Chance is a minor ingredient in the Darwinian recipe, but the most important ingredient is natural selection which is quintessentially non-random". However, philosophically, a tiny bit of chance is as important as a whole lot. Once you allow it in, the possibility of "God" reappears. If mutations are caused by cosmic rays, as has been suggested, might He not be out there calling the shots? Nor is it an explanation to say that mutations are accidents within the system. "It stands to reason", a biologist once assured me, "that since the reproductive process is constantly repeated, something is bound to go wrong now and again." But gravity never goes wrong, nor do chemical processes, so why should "life"?

Just as mysterious is the fact that mutations, which are mistakes, in the sense that the overriding drive of the gene, according to Dr Dawkins, is always to perpetuate itself exactly as it is, have occasionally to be "beneficial" mistakes for positive development to occur. As far as I can see, Dr Dawkins just takes it for granted that the necessary, utilizable mutations will present themselves sooner or later and in sequence to allow the sensitive patch of skin to turn into an eye, or the rudimentary stick-insect to become a fully realized one. But why should they if, as he says, "There is no long-distance target, no final perfection to serve as a criterion for selection". No doubt this is true, since a lot of creatures have a very improvised look, but there must be something at work that hasn't been mentioned, because it is just as reasonable to suppose that mistakes helpful to the development of an emergent entity might never occur, in which case natural selection would have no possibilities to work on.

This leads into the still deeper problem: why are there creatures at all? How did the primordial cells first come together to constitute organisms? It is an odd fact that *The Origin of Species* is a misnomer, because one thing that Darwin's book does not explain is precisely the origin of species. Dr Dawkins, insisting on the "blindness" of the process, states that "the large-scale form emerges because of lots of little cellular effects", but he doesn't amplify the meaning of the term "emerges". He adds: "An animal's genes, are

The Recursive Universe: Come complete the limits of Scientific Knowledge. By William Poundstone. Oxford University Press £5.95. 0 19 280111 0.

Where can you find an acorn which grows beeches (and a honey farm), 13 gliders, 33 loaves, 3 ships, 2 ponds, a mango and a mole? The answer is in a computer game called *Conway's Game of Life*, invented in 1970 by John Conway, a Cambridge mathematician. Conway was interested in pursuing Von Neumann's idea, whether a robot could be designed to replicate itself and, more generally, whether systems like our universe can arise from simplicity given a few simple recursive rules.

The philosophy of physics presents a puzzle for the interested general reader. The large physics is mathematics and the translation of mathematical ideas into natural language is increasing loss of focus, as the mathematician becomes deeper. Translation can become travesty. But there is no need for this. There are a few gifted men who, by the clarity of their writing and elegance of their thought, are able to construct windows on the world of physics which allow us enticing glimpses of depth and beauty.

William Poundstone is one of these men. He hit on the idea of running two alternative narratives each illuminating the other: one concerns physics and the problem of how the universe came to be so staggeringly complex, current grand unified theories are to be tested. These depict a state of such simplicity just the Big Bang that only two types of particles (bosons and fermions) and two forces (electromagnetism and gravity) existed.

The other narrative describes Conway's *Life* of world which provides a parallel, 2-dimensional world of abstract patterns evolving according to Conway's simple recursive rules. Recursion, cause they are repeating and self-referring, game progresses familiar *Life* objects appearing. Some become stable (beehives), oscillate (hinklers), some go off into the *Life* plane (gliders), some oscillate like matter and anti-matter, annihilate a proton and proton, give rise to new objects. *Life* objects grow like biological cells, some (glider guns and puffer (trains) and cancer cells, immortal.

In the 17th century complexity was attributed to God. But natural philosophers like Descartes believed that, having access to the universe and provided it with laws, he was going his fabulous mechanism and thereafter his hands off the steering wheel and let it run. Descartes the body, being part of the machine, was also a machine though he is a people for the spirit via the pineal gland. Queen Christina, complained that he reproduced themselves, something no machine do, and invited him, rather importantly, to come to Sweden and explain himself. He reluctantly waded of the rigours of the climate did his best work, you remember, inside a stove), caught cold soon after arriving and perished leaving John Von Neumann to complete Christina's difficulty 300 years later.

Poundstone leads us through his limited garden from a wasteland of maximum entropy where everything has just seeded itself into tangled disorder, to an exquisitely symmetrical Garden of Eden, that enclave of low entropy where life began. We are introduced to a googol, that unimaginably large number which makes even the number of elementary particles in the universe seem insignificantly small, and how the probability of wasteland becoming Eden is one in a googol. So neither God nor gravity provide an intellectually satisfying answer of getting from simple beginnings to the life-containing universe.

Finally Poundstone lays out for us some of the power of simple recursive rules which, as Neumann and Conway proved, can generate apparently botched jobs. It creates to destroy and reproducing machines (and *Life* objects) which are all our present universe. The book full of intellectual zillions mathematics penetrating yet requiring zilch mathematics leaves us with the view that creation is a simple object.

John Weightman

William Poundstone

Early provision

Schools for the Shires. The reform of middle-class education in mid-Victorian England. By David Ian Allsobrook. Manchester University Press £32.50. 0 7190 1972 9.

Between 1852 and 1868 the educational institutions of England were exhaustively investigated by Royal Commissions, with a view to ridding them of defects and reforming them.

First, the two ancient universities: Oxford (much against its will) in 1852, and Cambridge (very willingly) in 1862-63. Between 1858 and 1861 the elementary schools were scrutinized by the "Newcastle" Commission (so called after its chairman, the Duke of Newcastle); between 1861 and 1864, the nine "Public" schools — Eton, Harrow, Westminster, Winchester, Rugby, Charterhouse, Shrewsbury, St Paul's, and Merchant Taylors — by the "Clarendon" Commission (chairman, the Earl of Clarendon); and, between December 1864 and December 1867, "schools not comprised within the scope" of the foregoing two Commissions. These included endowed grammar schools, proprietary schools, that is, schools promoted and owned by companies (such as Marlborough and Shrewsbury), and, in Mr Allsobrook's words, "a dense and ever-changing thicket of private schools".

Each of these investigations was followed up by an Act of Parliament enforcing — or intended to enforce —

such of its recommendations (and other reforms) as the government deemed desirable.

Mr Allsobrook's book discusses the third of these Commissions, the Schools Inquiry, or "Taunton" Commission (chairman, Baron Taunton). Its purpose, he says, is

to reveal how one group of Victorian education commissioners went about their tasks of inquiry and recommendation; and to associate their findings and proposals with particular counties.

It certainly does that, competently and attractively. It also does much more. It notes that the demand for this Commission originated, not in the towns, but in "the agrarian context of traditional society in the countryside", and for the benefit of the emerging "middle class", for whom the existing provision of school facilities was woefully inadequate.

It illustrates, by giving examples, how such provision was enlarged and improved. For example, on the initiative of the Church of England's National Society, diocesan boards were set up to undertake the work in Devon, Somerset, Worcestershire, and other counties. Not that the effort was confined to the Established Church. Mr Allsobrook identifies three main lines of development.

The Anglican strand, through the resurgent National Society, with its diocesan boards and less formal agencies, the agricultural development in the rural counties, more

particularly in the West Country; and the attempts to reform equitable jurisdiction in relation to educational endowments.

(The last of these strands gives rise to the most difficult chapter in the book, on "Equity Courts and Charity Commissions".)

Mr Allsobrook relates how members of the Schools Inquiry Commission were selected, and notes that the procedures they adopted and the reforms they recommended closely resembled those of a similar inquiry conducted in Ireland, in 1858, by the "Kildare" Commission (chairman, the Marquis of Kildare). This gives him the opportunity to include several pages of 19th-century Irish educational history. He touches briefly on the Endowed Schools Act 1869, and at length upon the difficulties the Endowed School Commissioners had in revising the financial arrangements of some schools.

One of the most interesting features of the book is the very large number of people — over 200 — who appear in it. Some, of course, are well known to history, but many are not. About some of these Mr Allsobrook gives a sentence or two of identification, but by no means all. Who, for example, was Mr Skirrow? Of what university was "Page Wood" the vice-chancellor?

There are omissions and errors in the index, and a few literal errors in the text and in the otherwise excellent bibliography.

H C Dent

Home from home

Portage: Pre-schoolers, Parents and Professionals. Edited by R J Cameron. NFER-Nelson £11.95. 0 7005 1073 7. The Education of Disturbing Children. By David Galloway and Carole Goodwin. Longman £6.95. 0 582 49720 5.

Parents continue to be rediscovered. That invisible army, once regarded as unwelcome intruders on the territory of the "professionals", is now a firm ally in the educational process.

This is well shown in the collection of papers published to mark the first 10 years of the Portage experiment in Britain. Named after the Wisconsin town where it began in 1969, Portage is the home-based method of providing planned educational and developmental help to pre-school children with special needs. Teachers identify and agree the particular skills the child is to acquire, and the teaching strategies are acquired by demonstration and then used by the parents. Using planning, social and cognitive development with planned activities and meticulous monitoring, the Portage method specifies aims and objectives and shows parents how they are to be

achieved within the home. Since the Wessex Portage Research Project was set up in Winchester in 1976, the adaptable Portage method has been applied in over 150 locations within Britain. In 1985, after effective lobbying by the National Portage Association, the Department of Education and Science made £1.2m available from the education support grant for setting up new Portage schemes.

Parents who know the pace of their child's development of skills, can draw on expertise yet not feel dominated by it. Health visitors, community nurses, therapists and family service workers as well as teachers may all contribute to a Portage project with the focus remaining the home environment. These papers reveal the radicalism of the home-based method in the mid-Seventies when improvements in the education of the pre-school child with special needs focused on the specially built unit which inevitably required the child to move to a purpose-built environment.

These are contributions by dedicated educationalists and self-conscious parents, and the book is an exhilarating document for all those who sometimes despair at the pace of educational change.

Simon Newton

Caged skylark

Gerard Manley Hopkins. Edited by Catherine Phillips. Oxford University Press £17.50. 0 19 254190 0. £7.95. 281362 2.

This new selection of Hopkins' work has a number of attractive features and is more than adequate for critical reappraisal of a poet whose emphasis on *hæcitas* or individuality is fully embodied in the nature of his writing in whatever mode or genre. Although, like his own "caged skylark", Hopkins "drooped" dead sometimes in his degree of complexity (and *Life* objects), he is primarily, or at least most readily remembered as a poet of exhilaration.

As a poet he is nothing if not "original, spare, strange", to use his own phrase, and, unlike the very few of his contemporaries who saw anything of his work, we are no longer anxious at the thought of his "The Waste Land" and share in the fervent advocacy of F R Leavis (a critic



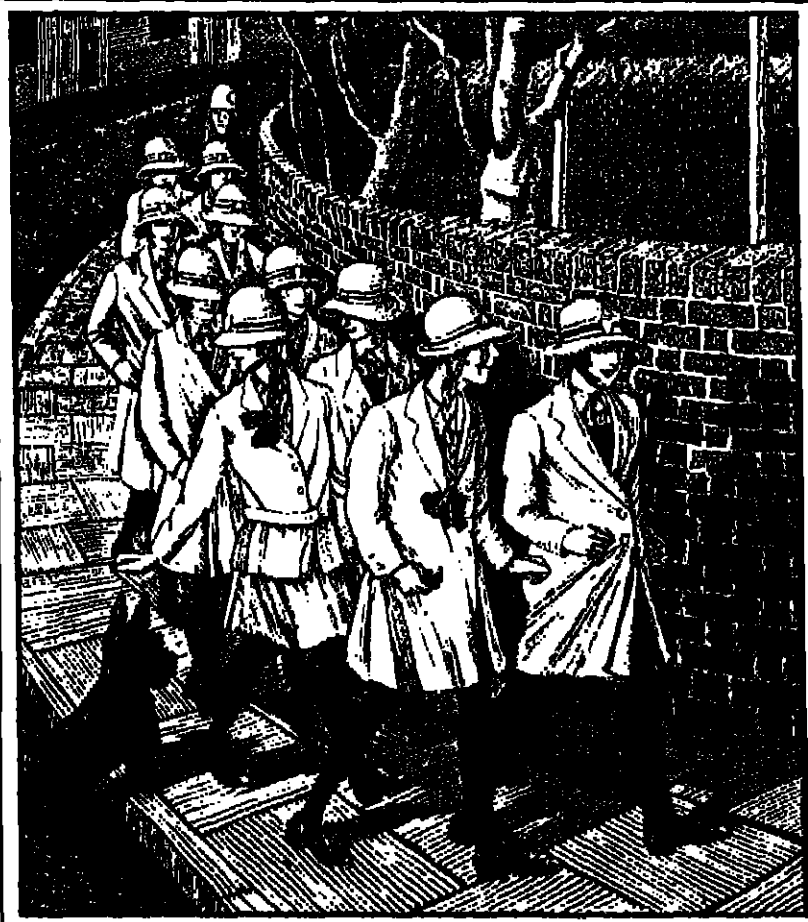
whom Hopkins scholars, as if by common consent, never mention), an advocacy tinged with scorn for his supporters and detractors alike.

If we were to criticize him now it would be less for the idiosyncrasies of manner (which we relish) than the limitations of what he seems to be saying. What is "The Waste Land" of the Deutschland he writes that "They

fought with God's cold . . . (And they could not and fell to the dock (Crushed them) or water (and drowned them) or rolled) With the sea-ramp over the wreck." One feels that these laconic notations of the effects of God's cold, etc are indeed chilling. Again, when he complains about the suburbs wreaking havoc with *Duns Scotus's* *Oxford* "though hast confounded rural keeping — folk, flocks and flowers", you feel that this is indeed a very Oxonian view of rusticity. His verse is poor for feeling in than thinking in, so that although in the so-called "terrible sonnets" of his late, dispirited phase you feel that you are admitted to a terrible intimacy you never really "glean what afflicts him" in a famous phrase from *Hamlet* (or Stoppard).

This Oxford University selection is an attractive one, with an intelligent introduction and scrupulous notes based on personal of manuscript drafts, and you get extracts from the letters and journals, the Sermons and Devotional Writings. However, it does have a hard fight on its hands. Many might still regard the Penguin edition as adequate for "normal" purposes, and an Oxford English Text edited by N H Mackenzie showing all uncancelled variants is on the way.

Edward Neill



Tirzah Ravillous was the pupil and then wife of the leading graphic artist Eric Ravillous; her work, which in many ways closely resembled his, nevertheless has a charm of its own. It is on exhibition at the Tower Art Gallery, Eastbourne, until May 10, and is available in published form in *The Wood Engravings of Tirzah Ravillous* (compiled by Anne Ullmann, Gordon Fraser £17.50). Above, "The Crocodile", 1929.

Last link

The Way-Paver. By Anne Devlin. Faber and Faber £8.95. 0 571 14597 3.

"Abyssinia, Alma, Bosnia, Balacava, Belgrade . . ." The street names of West Belfast roll off Finn's tongue like a litany. As a child she would chant them in a skipping song. Twenty years on, when the same streets are only "empty and broken and beaten places", the recitation has a more practical purpose: it prevents her compromising others under interrogation.

In Anne Devlin's story "Naming the Names", both Finn and the young man she leads to his death are defined and determined by the places of their past. Finn, recognizing the address on a letter, assumes she has found a suitable terrorist target, a Protestant judge who can be lured into the heart of the Catholic Falls with the promise of a rare book on Orange history. Instead she meets his son, a history student home from Oxford to work on his thesis. Finn falls in love with her judge's son, but is already committed to his death: "He was my last link with life and what a way to find him."

Few of Devlin's characters succeed in maintaining their links with life: not the art teacher who makes way so

effectively for her replacement that she gives her identity away; not the unfaithful wife who cannot admit to her married lover that he is her only hope; not Judith watching the dead leaves cluster at her door as she waits for the clown to come back into her dreams. Emotionally retarded, psychologically damaged, most fail to cross the "unknown distance between the shore of memory and the landfill of imagination" because they cannot tear their eyes from the past, turning their backs on the imagination and thus on the future.

Unlike Josie, the activist in Devlin's award-winning stage play *Outsiders Alone*, Finn can provide no explanations for her actions: "Let's just say it was historical". And it is history itself that is the real subject of *The Way-Paver*, history with its seemingly inexorable grip on all things Irish. Only when they come to terms with this and manage to escape the trap can Devlin's heroines hope to survive.

Although the characters portrayed in these fine stories are in many ways very different, the collection unfortunately suffers from a certain monotony of tone. Several of the stories have already won prizes, and read in isolation their power is unmistakable. Read in one sitting, however, the voices tend to merge into one another.

Anne-Marie Conway

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BOOKS

Divided county

Suffolk and the Tudors: Politics and Religion in an English County, 1500-1600. By Dairmaid MacCulloch. Oxford University Press £35. 0 19 822914 3.

This is a valuable and enjoyable book by a man who knows his county and loves it: the sense of Suffolk topography informs the scholarship on every page. Among county histories, this is a good one, and an unusual one in its choice of dates.

There are many things here which will interest historians, but for a reader of this journal, the theme most worth discussion is the ever-living one of the Reformation. The book is not one which will be easy reading for schoolchildren, but for a Suffolk teacher wanting to prepare new and vital lessons on the Reformation, it could be a godsend: the identification of past issues with places, and often with buildings, which are still very much with us can be a great help to capturing the imagination.

No two counties seem to have had the same experience of the Reformation, though one sometimes wonders irreverently whether counties differ as much in their historians as in their histories. From Suffolk comes grist to the mill of almost every school which has seriously discussed the subject, and, perhaps most valuable of all, the faint hint of the beginning of a synthesis. Like Dr Bowker, Dr MacCulloch cannot find the evidence for seeing the pre-Reformation Church as so "corrupt" that it was dead in the water: he finds "much that was good, much that was indifferent, and little that was catastrophic." Requests to monks, friars and above all parish churches seem to show a Church whose hold on the imagination of its worshippers was still strong.

With the rise of Luther, and influence spreading from Cambridge, this Church faced a genuine intellectual challenge, and as it did so, it lost its certainty of royal protection: as early as 1530, the Bishop, trying to repress heretical books, was told that the King wanted "people to have these erroneous" books. It says much of what needs saying about Henry VIII's reign that the Bishop was not sure this claim was false.

From then on, Suffolk was a divided county: we are given, with fine even-handedness, a picture of Catholicism to satisfy Dr Haigh, and a picture of Protestantism to satisfy Professor Collinson. The changes of regime through the middle of the 16th century were possible, not just because Justices of the Peace served on in the true vice-chancellor spirit, but also because there was a strong and increasingly organized body of support on each side. Dr MacCulloch observes wryly that Henry VIII's hybrid Church had enjoyed more passive support in the county than the Church of England has ever done since.

Just when the death of the older generation of Catholics, in the 1570s, appeared to be tipping the balance finally, Queen Elizabeth tipped it back again. Frightened by the spectre of "Puritanism", she appointed the appropriately named Bishop Feke, who forged an alliance between the episcopate and the Catholic gentry against the Protestants. Dr MacCulloch emphasizes that "the Anglican position as such hardly existed in the mid-1570s outside a minority of the 'Partians'; he had to rally with Catholics. After a history like this, it is no wonder that every religious faction in the 17th century believed it was defending the doctrine and discipline of the Church of England: they all had some excuse. The stable historiographical world in which "Anglicans" were on one side and "Puritans" on the other will never come back again: a century of doubt about what was orthodox did not leave such certainties behind it. What does remain is deep and strongly felt religious disagreement: Luther and Blinney, like Christ before them, came not to bring peace, but a sword."

Conrad Russell



Via Dolorosa: a photograph from Biblical Holy Places: An Illustrated Guide, by Rivka Gonen (Black £17.95). Not quite pocket-size, but eminently portable.

Mysterious ways

God's Action in the World. By Maurice Wiles. SCM Press £5.95. 0 334 62028 X. Christianity and the World Religions. By Hans Küng. Collins £20.00. 0 00 217619 X.

A question for Christians is whether God, having once rested from the labour of creation, now does anything at all. Most believers assume that he sometimes takes a hand in human affairs. Some of them think he does it all the time. It is in that belief that leaders of the Roman Catholic Church, for example, hold to a hard line against artificial contraception or fertilization: they believe God is always there to decide which seed will grow and which will not, and human beings ought not to interfere with his decision-making.

There are problems about that kind of belief. One is that it is out of line with our daily assumption that events have natural rather than supernatural causes. Another, more awkward, is the problem of evil. If God is somehow active at the moment of conception, why does he not stop the conception of babies that have fearful deformities?

Maurice Wiles, Regius Professor of Divinity at Oxford, says this kind of evil is the risk God took when he set a free world going, and its significance "is to be sought in relation to its overcoming." In other words it can draw forth heroism in the child, self-sacrificial love in the parent; and those virtues help towards making God's continuing wish for a good world come true. Wiles does acknowledge that the problem of evil is "the Achilles heel of a rational Christian theism."

For the faithful Christian there is a yet graver problem than that. Brief life is here our portion, after all; brief sorrow, short-lived care. The life that knows no ending, though - accessible, in Christian orthodoxy, only in exchange for Christian belief - why has the possibility of Christian belief been kept from so many millions, before Christ and after him? God seems to be

on a charge of either inactivity or callousness.

Preferring the first count, he rewrites it as "divine self-limitation." Orthodoxy from Augustine on has ascribed the fact that only good people become Christians to God's providence, his controlling freedom. "Retrospectively" it is all that we will allow: as we look back we can patterns which give meaning to our lives. God created the conditions that to happen, and for those lives further his ends. Only in that sense is he still active. It is a theodicy it comes to save.

To the problem of the gods, non-Christians, at any rate, have a more radical answer than Wiles: simply that Christianity may not be one right religion after all. This thesis put forward by Hans Küng, teaching theology (without approval) at Tübingen, in a "dialogue" with three Tübingen theologians who set out the main tenets of Islam, Hinduism and Buddhism, says in effect that all four faiths hold are partly true and partly false.

Küng is not trying to identify common beliefs and put together a faith out of them. Indeed, some common beliefs he comes upon - polytheism of popular Hinduism, for example, as paralleled by the polytheism of popular saint-venerating Catholic Christianity - he discounts as keeping with each faith's highest principles. His aim is merely to encourage mutual respect: the recognition there may be another idea of what and another way to it, than the given believer happens to have raised in.

Looking round at the world's religious wars, Küng offers the attempt a contribution to world peace. Perhaps to pitch the likely effect high. But as this kind of work, it will at least enlarge the discussion that religious problems are discussed.

John Wiles

A spiritual odyssey

Faith and Doubt in Victorian Britain. By Elisabeth Jay. Macmillan £20.00 and £6.95.

This slim, concise volume (part of the Context and Commentary series from Macmillan) is a source book on the labyrinthine complexities of Victorian religious sectarianism. It is intended to present a backdrop through primary source material not only for students of history, but for readers of 19th-century literature. Authors with an obvious concern for theological controversy, like George Eliot, and for ecclesiastical politics, like Trollope, are, however, dealt with in disappointingly little detail.

Elisabeth Jay's book provides a clear and helpful account of the major developments in the established Church (although the treatment of Newman adds little to what is already available) as well as the Evangelical and Dissenting movements. The author treats, quite appropriately, the rise of conscientious doubt and moral agnosticism as facets of the same spiritual odyssey. Always lucid, fair-minded and authoritative, the commentary is, if anything, too self-effacing, dealing itself as explanatory setting for the documents rather than as an interpretive thesis.

The book's brief is to present such primary documents with a linking historical narrative and this it does very competently. In the doctrinal disputes between Newman and the Evangelicals, between sacramental Anglo-Catholicism and revivalist Protestantism, there is a theme which recurs repeatedly in Western intellectual history. In essence, it is the tension between the need for submission to a public order and the sanctity of individual conscience, between authoritarianism and populism. The democratic impulse of equality before God (or, before the law) tends to lead to a notion of subjective truth in which

personal revelation and values are the sole criterion of worth. The Newmarrist individualists of incoherence and spiritual anarchy; the staunchly egalitarian Protestants denounce the elitist totalitarians of the established church. Such controversies lie at the heart of political argument still. Now, of course, the debate is solely about this life rather than the next, but it is striking how little the crucial questions change. The issue of intellectual freedom, whether political or spiritual, seems always to be drawn on the same parameters.

The influence of Cowper's Evangelicalism on the Brontës, as well as the background of their own religious upbringing, is dealt with in a fleeting mention. The despair into which Charlotte was plunged by her encounter with Calvinism could well have had more attention. The role of fiction for, as it were, subtly polemical use is nicely pointed up with George Eliot's essentially sympathetic portrayal of the Evangelical faith in *Scenes from Clerical Life*. Even after she herself had abandoned Evangelicalism, finding its literal beliefs unacceptable, she maintained a generous view of the moral conviction of its adherents. Bulstrode in *Middlemarch* is attracted to Evangelicalism for what Eliot clearly sees as sympathetic reasons.

Trollope, on the other hand, puts Evangelical beliefs into the vocation of one of his most wonderfully repugnant characters, the odious Mr Slope of *Barchester Towers*. Jay tells us that Trollope "shamelessly exploits" public prejudice in his depiction of the fundamentalist cleric whose "gall rises at a new church with high-pitched roof; a full-breasted black silk waistcoat with him a symbol of Satan; and a profane jest-book would not, in his view, more foully desecrate the church of prayer, printed with red letters, and ornamented with a cross on the back."

Trollope as a journalist was much involved in ecclesiastical controversy and more discussion of the relationship between his fiction and the events and ideas documented in Jay's book would have been welcome. But this is, perhaps, unfair criticism of what is essentially a historical source book and the bibliography does offer further reading. It does seem to me that there could have been more than passing reference, nonetheless, to the Victorian reform novels and their relationship with Protestant thought and social progressivism.

In her very interesting discussion of Doubt, Jay makes the perceptive observation: "What remains striking when one sets these examples beside those of fellow authors adrift on the sea of doubt, such as Eliot, Rutherford or Hardy, is the absence of the secular indifference to which the 20th century has accustomed us. For many of the writers the issue was never finally closed. As Browning's Bishop Blougram has it, unbelief, like belief, 'shakes us by fits'."

Janet Daley

Among this week's contributors:

Conrad Russell is Astor Professor of history at University College London. John Wiles is professor emeritus of French at London University. John Wiles is head of religious broadcasting, BBC TV.

The title of Walter Lassally's autobiography, referred to in a picture caption, and not as stated (John Murray £14.95).

lingo

Diktat

Headline in the Times Educational Supplement on February 15: "EIS throws its weight against Diktat."

Diktat was a humdrum German word, as in the phrase *nach Diktat schreiben* meaning to write from dictation, until the National Socialist revolution. It was their word for the Diktat of Versailles. To them this was a Diktat, a dictated peace, with obvious implication that it was an agreed peace, so that it would be just and to overthrow it by means. The results we all know.

The word appears in the OED Supplement preceded by two lines, which means that it is a naturalized, alien word. Since its first recorded use in English, in 1933, the word has been used in a variety of contexts. As early as 1941 it was used to describe a confident assertion made by a psychologist. It has been used as a noun, the [Roman Catholic] Church as a family, then open friendly discussion and even dissent, must be kept dogmatic diktat, said to say, the word to many family breakdowns. It was used, and note the spelling, to describe road-planning: diktat that there should be complete rebuilding of the road.

The Anglican spelling is, at least, a recognition that an alien word is to stay. And of course the OED Supplement is a word which has line with established usage, and the word in inverted commas, as it is a capital letter.

It seems certain that, when the word is used in the OED Supplement, it will have two vertical lines above it, and a number of ex-Nazis are living happily in our midst. This is a word of them.

John Wiles

Serious pleasure

Heather Neill reports from the Children's Book Fair in Bologna

A solitary blue six-foot "cuddly" dog, wrinkled and mournful, his feet the size of dugout canoes, slowly patrolled the pavilions at the 24th Children's Book Fair in Bologna. Asterix, a powder blue frogman and two females with three-foot circus heads made sporadic, lethargic appearances. Outside the fair a severe notice nevertheless proclaimed No School Parties in Italian and English: the fair is designed for serious business, for professionals, not consumers. Serious but pleasurable. No one ever complains about going to Bologna: there is a shared enthusiasm for books, a chance to renew acquaintances, and after the dealing and discussion, a shared enjoyment of the famous Bolognese cuisine.

A good deal of preparation always takes place beforehand. Appointments are made in advance by packagers (who literally put together a package of text and illustration) with publishers and publishers with each other. Over the years, loyalty builds up. Flammarion, the French publisher, will tend to look at what Julia Macrae and Hamish Hamilton have to offer because they like the styles of those houses; the Bodley Head will eagerly pursue the latest invention of the Japanese illustrator/mathematician, Anno, because they have published him successfully before.

The emphasis is on picture books. Everywhere people were in discussion, poring over artwork, considering whether a particular book was "too English" or too typical of anywhere to translate into another language or culture. On every stand the "rights person" was available to talk figures.

Sometimes artists accompany their publishers. Shirley Hughes, a regular at Bologna, was with the Bodley Head team, celebrating their centenary. At Andersen Press, Tony Ross patiently advised would-be artists who had brought along examples of their work. Michael Rosen, the popular children's poet, here with Deutsch, had been appearing on Italian television.

Of course, no visitor will hear other than that everyone is "having a good genuine air of confidence about the British and American publishers. The American Publishers Weekly talks of "glorious years ahead" for children's books and details a healthy growth in sales. The Australians and Canadians too are "bullish" (the popular word). Ronald Jobe, senior lecturer in the department of language education at the University of British Columbia, points proudly to the quality of Canadian publishing: "We used to be the backyard for US and UK publishing -



Antonio Frasconi (USA): "Orders" from "The World Turned Upside Down"

which meant that, uniquely, we had access to 6,000 new books a year. Now 300 new Canadian titles are published in a year; in 1976 the figure was only 38.

A reason for optimism in the Western world seems to be that Yuppy couples, having each adopted a Flo-fax, have gone on to spawn children. They want the best and they can pay for it. Cape's *The Enchanter's Daughter*, with its intricately patterned plates by Errol Le Cain and the Bodley Head's story collection *Listen to This* are just two British examples which proved popular with other countries at Bologna. The continuing success of pre-school picture books and evidence on many European stands, are part of the same pattern. Among the British offerings are the *Step by Step* series of linked board books, concept books and story books by Diane Wilmer and Nicola Smee (Collins) about a particular child and his widening experience, many of Child's Play's publications, including *Ten Bears High*, about measuring, Collin's *Lucy and Tom's 123*, Kingfisher Books' *Stepping Stones*, Collin and Jacqui Hawkins' *ABC and 123* (Viking Kestrel) and many titles from Walker.

Dual-language books used to be thought to have a minimal market and to be peculiarly British. This year Jennie Ingham Associates shared a stand with Baker Books and Mantra to show dual-language texts and the response was surprisingly positive. Jennie Ingham said that not only are countries with minority language groups - like Australia - interested, but

Greek publishers, for instance, were taken with the idea of English/Greek picture books and other British publishers were discussing adapting further titles. Spot, the lovable puppy, goes from strength to strength in all his incarnations and several language combinations; *The Ugly Duckling* illustrated by Susan Hellard is available in Bengali, Gujarati, Punjabi, Urdu and Vietnamese, all with English.

Macdonald were showing off their new picture book and fiction titles produced, says Bryan Rowell their sales and marketing director, because there is a demand from teachers in primary schools for "real" books. Macdonald have an extensive school sales force and attractive - and reasonably priced - though these new picture books are, other publishers might be left wondering how to reach the teacher in the classroom with their vast numbers of suitable titles.

Lennie Goodings and Ruthie Petrie of Virago didn't have a stand. Instead they carried a carpet-bag full of their new teenage titles, Upstarts, to be published next month in a uniform, paler-than-adult-Virago green. The Graphics Prize for Children this year went to A and C Black for their inventive and beautifully illustrated *Great Games Book* and the children's prize, decided by a panel of nine children aged six to nine, went to Andersen Press for Ralph Steadman's *That's My Dad*. But Britain didn't quite sweep the board: the Graphics Prize for Youth was won by the French publisher Gallimard for their ambitious new information series *Decouverte Gallimard*. Christine Baker, who is hoping for a British tie-up soon, thinks this series of pocket paperbacks is unique in that it is suitable for anyone over 12 and will eventually run to 200 titles.

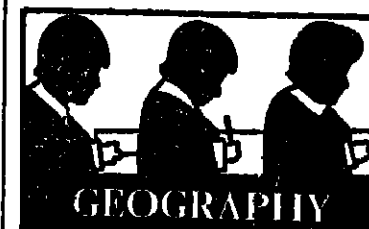
However stimulating the business of children's books, however charming the medieval city of Bologna, the fair was not, after all, the place to escape the more unpleasant aspects of the real world. Aladdin Books had their new *A105* title on show. It is to be published soon in America (where the surprisingly there is so far only a book about the virus, not the social problems, for this age group) and here in the Franklin Watts Issues series. It is informative and as unsensational as possible. Meanwhile, Hilary Renny of Cuford Books is already working on a book for younger children to try to answer questions raised by those too young to have had any formal sex education.

For those with time to spare after perusing the wares of 1,160 publishers from all corners of the globe there were also exhibitions to explore, notably the displays of illustrations, but also collections of books like the useful selection of British books on display on the British Council/Publishers' Association stand.

Heather Neill

BOOKS

Survey work



Fieldwork Investigations. 3: Rural Land Use and Settlements. By Sue Wain £1.65. 0 560 66502 4. 4: Towns and Cities. By Sue Wain and Christine Bottomley £1.25. 66503 2. 5: Population and Transport. By Sue Wain £1.85. 66504 0. Arnold Wheaton.

Many guides to fieldwork either describe a particular area of geographical interest or discuss techniques more applicable to a class or group study.

Fieldwork Investigations is designed for the individual student undertaking an individual project. The ideas and suggestions are suitable for use in all parts of the UK and are intended for GCSE students. The publishers also expect them to be of value at A level. Each book presents about 25 to 30

detailed ideas for projects. Sources of information, such as the Goad maps for shopping studies, and enumeration district statistics for population studies, are fully discussed and suggestions made as to where students might locate them. Various interviewing, recording and fieldwork techniques are well described. Emphasis is placed on detailed studies and the need for reasonably large and balanced samples. The series includes specimen survey sheets and a variety of relevant photographs.

Particularly impressive are the varied suggestions for statistically analysing the results of the study, with a wide variety of maps and graphs being proposed for inclusion in the final presentation. Examples of these, often from Lancashire or nearby areas, illustrate the text. Suggestions are put forward as to how the student might analyse the final results to come to an appropriate conclusion.

The able GCSE student would be fully extended by this excellent series, though some may find the suggestions too demanding or difficult to follow without a lot of teacher guidance.

Ralph Holmes

Information base

World Concerns. By W E & V M Marsden. Oliver & Boyd £4.00. 0 05 003443 5.

World Concerns is part of a small series of books for GCSE geography, specifically geared to less able pupils. This particular title chooses eight major topics to illustrate its chosen theme. Of course a book of 64 pages can only do so much but *World Concerns* is more than just a starting point for study. It could provide a very substantial base of information for GCSE, both in terms of factual content and in its explanation of theory. Throughout the book key words and concepts are highlighted and the photographs and diagrams, nearly all of them in full

colour, are carefully integrated with the text.

Perhaps the limited space available might create some confusion in that subjects such as ethnic (racial) differences, the post-war spread of communism and the growth of tourism in the developing nations could be seen as problems in themselves and not as merely ingredients of the mix. But the authors have shown considerable courage in tackling such sensitive issues and they deserve the thoughtful support of teachers in presenting them.

A set of copymasters exist which, if they are of the same standard as others of the series, will be an excellent complementary resource for the textbook.

Graham Hart

Acts of God

Hazard Geography. By Simon Ross. Longman £3.95. 0582 20550 6.

Hazard Geography looks at earthquakes, volcanoes, flooding, drought, quakes, winds, pollution and surface instability. Two things immediately commend the book: first, the mechanics of each hazard are carefully and clearly explained in each chapter and further simplified by the frequent use of photographs and diagrams; second, the author makes excellent use of a variety of contemporary case studies. For example, studies in the chapter on floods range from the Yangtze floods of 1983, the York

floods of 1982 and a careful discussion of the Thames flood barrier. The author's concise approach is again illustrated by the pollution chapter: air, water, oil and land pollution are all examined in turn.

Another important feature is the fact that each chapter contains a variety of "Activities" which range from traditional textbook-type questions to role playing and classroom debates. These have obviously been designed to make pupils think carefully and develop skills and knowledge during their learning. The book should be very well suited to the current trends in teaching geography.

David Dickson

Weatherwise

Climate and Society. By Allen and Vivien Perry. Bell and Hyman £3.95. 07 135 24987.

Climate and Society is one of a series of texts in the Man and the Environment series aimed at the 16 to 19 group. The first of the four sections, The Climate System, is a straight forward traditional climate geography. The text is both clear and technical and broken up by well integrated maps and diagrams. In the second section, The Impact of the Climate System on People, the authors pay attention to health, hazards and the idea of an econoclimate. The book progresses towards the man/environment theme where there is a particularly good discussion of urban climates and atmospheric pollution. This book is obviously of value for

pupils following a post O level course. The approach is logical and each chapter is rounded off by a conclusion as well as containing a variety of study activities. Two minor criticisms: the poor bibliography, and some of the maps and diagrams would have had more impact had they been printed on a larger scale.

D D

PALADIN DICTIONARY OF BATTLES

by GARETH BRUCE

Foreword by Field Marshal Lord Carver.

Gives key facts to the world's battles and guerrilla wars. Marathon to Afghanistan. Essential for scholars and war history students. Price £4.95 all bookshops.

Further reviews in this week's Geography Extra, 25-36

Heather Neill

ARTS

Television
Time to talk

From May 1, Channel 4 is introducing an open-ended discussion programme, *After Dark*, which will start at midnight and continue until three in the morning (or until the participants have talked themselves out), and before you dismiss this as just another C4 eccentricity, consider what happens at present to most television discussions. There was a good example in *The Education Programme* (BBC2) on April 10, when Tim Brighouse, Chief Education Officer for Oxfordshire, opened a brief debate on Kenneth Baker's proposals for a national curriculum. He had been speaking for just over a minute when he was interrupted by presenter Sarah Kennedy with the remark: "You're making hundreds of points. I get the feeling very strongly - I'm sure you do at home - he doesn't like it... You can tell us why you don't like it later on." Of course, there was no hope of that.

The constraints of time in such programmes do not only prevent speakers like Tim Brighouse from developing an argument or even presenting the agenda for discussion. As Sarah Kennedy's intervention showed, the objective in these studio "debates" is to initiate a confrontation: what counted was not the content of Brighouse's remarks, but the fact that he doesn't like it, so increasing the chance of a verbal punch-up with Angela Rumbold, Minister for Schools, who was listening on the opposite side of the studio.

When the confrontation fails to materialize, you feel something has gone wrong. On *This Week*, Next Week (BBC1, April 12), an introductory film on the "brain drain" set out the pieces for a match between George

Walden, Minister for Higher Education, and three leading academics. Naturally, the academics were concerned about research cuts and loss of talent; but they did not respond with the expected savagery of the Minister. Donald MacCormick did his best to heat up the proceedings, and the result, given one's expectations, was an impression that George Walden had been left off lightly. He obviously felt so himself. "It seems that even here we've talked our morale up a bit. I've been encouraged by this discussion."

This is not to say, of course, that the sole purpose of television discussions should be to encourage ministers; but there is a place, perhaps especially in debates on education, for developed argument between speakers who share the same fundamental interests and objectives, in a field which involves more than politics in the narrow sense. As well as government cuts and the imposition of a national curriculum (though Angela Rumbold prefers to say "legislation" rather than "impose"), there are contentious, but less immediately "political" questions, like conductive education for children suffering from cerebral palsy (Newsnight, BBC2, April 6) and the education of the deaf, the subject of a compelling

drama-documentary on Channel 4 (Pictures in the Mind, April 6). David Darlow's title, *The Sword of Islam* (ITV, April 8), seemed to promise that he would make a drama out of his documentary. In the event, it did, indeed, prove to be a fascinating and dramatic portrait of Muslim extremism in Egypt and Lebanon, with film that must have involved considerable risk to those who made it; and a serious attempt to explain the economic and social causes of Islamic fundamentalism. In particular, it gave a remarkably clear account of the growth of Shia militancy in Lebanon. Even so, I suppose that the only lasting impression left with many viewers will be that all Muslims believe "Islam is a plant that thrives on blood".

It is a simplification to say that, because of its history and its system of *sharia* law, Islam is a peculiarly "political" religion. In fact, you do not need to go very far to realize that any faith, given the right circumstances, will produce absolutists of the kind we heard in the film. It hardly needed Bishop Daly to point out the dangers of nationalism "mixed with religious belief" in *The Heart of the Matter* (BBC1, April 12), in an analysis of the Catholic Church's role in Northern Ireland, while the approach of Easter provided Clive James (ITV, April 12) and Did You See? (BBC2, April 12) with a chance to remind us, incidentally, that there is nothing apocalyptic about Christian fundamentalism, as revealed on American television, where it preaches capitalism to credit card holders.

Robin Buss

*Full review on page 38.

The Society of West End Theatre (better known by its pungent acronym SWET) has just come up with a novel idea for buttressing the audience of the future - West End Theatre Gift Tokens. The Society suggests they might make a change from the usual

school prize, and with 50 shows on at any one time there's certainly plenty of choice. Tokens can be ordered using a credit card from a 24-hour answering service on 01-379 3395.

Student and sixth-form standby seats offer another perk for young

theatre goers, available cut-price on production of a student card at the box office just before the performance. Enquiries to Sixth Form Standby Scheme, SWET, Bedford Chambers, The Piazza, Covent Garden, London WC2E 8HQ.

Domestic dramas

Yerma. By Federico Garcia Lorca (translated by Peter Luke). National (Cottesloe) Theatre. Macbeth. By William Shakespeare. RSC Barbican Theatre. The Fair Maid of the West. By Thomas Heywood. RSC Mermaid Theatre.

Entering the Cottesloe we walk into the middle of a domestic drama. The galleries are washing lines above the barren ground of the arena-stage. Like Lorca himself, director Di Trevis wastes no time, plunging us into the heart of Yerma's tragedy with a tableau of young parents fondling their child - an image of marital fruitfulness in sharp contrast to Yerma's frustrated barrenness. Relentlessly Lorca hammers away at his theme, forging images of fecundity and sterility, piling them on until the strain becomes almost unbearable. One false move and all would collapse: we might start laughing at its intensity.

Yerma is a powerful paradigm of Civil War Spain. It is also a profound exploration of womanly feelings and creative frustration experienced universally. Theatrically, the universal is rooted in the particular. Here the production has weaknesses. Its feeling of place is elusive: most of the time we remain onlookers in a theatre. Actors mime heat but the lighting suggests coldness. In a word, it lacks sensuality. As Victor says to Yerma, "It's all in your head". Juliet Stevenson never once lets up as the eponymous heroine trapped by marriage and honour. It is a deeply considered performance that has yet to find a heart.

The sense of evil at the heart of Macbeth remains untouched in Adrian Noble's brilliant box-of-tricks production. Novelties, excitement and thrills tumble over one another in a plethora of invention. A door suddenly opens above a darkened room and Lady Macbeth runs downstairs as if pursued by the Furies - a rush of light and fear fixes the sleepwalking scene vividly on the memory, a Gordon Craig image. Lance-like green banners pierce the walls of Dunsinane, like swords through a magician's cabinet, trapping Macbeth at the last.

But the Witches' Mass played against the text on the banquet table invites incredulity. Lady M's tortured insomnia is weakened, transposed into Ophelia-madness. Macbeth's over-readiness to accept every wicked suggestion, eagerly pursuing his crimes, suggests no internal struggle between right and wrong and diminishes his tragic stature. Jonathan Pryce plays him jokey and bluff, justifying his misdeeds directly to the audience with a sense of relish belying his fearful voice. Sinead Cusack begins so well as Lady Macbeth - strong, sensual, determined - that it is hard to accept her descent into insanity. There are too many mummings in the rest of the cast ineptly miming conversations like bad amateurs.

Amateurs force their way on to the stage and into the *The Fair Maid of the West*, a conflation by Trevor Nunn of Heywood's rarely seen two-part original. Nunn's inventive production teems with vitality, shifting from Devon to Spain to Morocco and elsewhere with a disarming innocence characteristic of the play itself. A swashbuckling history of adventure on the high seas and daring-do ashore, of high-romance, true love, Moorish nobility and English patriotism, it is marvellous fun. Everyone acts well and each gets a chance to shine, but Imelda Staunton as Bess Bridges, the title's Fair Maid, would exhaust superlatives. A tiny bundle of energy at the play's centre, she excites laughter, commands silence, provokes sadness with a look, an inflexion or a song. At the close the cast sings: "She's a girl worth gold". True.

John James

In *Opera, Ideology and Film* (Manchester University Press, £25.00), Jeremy Tambling looks at the nature and the appeal of opera today, and compares various attempts to transfer a conservative and stylized form to the cinema. His book will annoy some opera lovers, as he probably intends, but it makes unexpected and stimulating observations on film opera, including the social status of art.

Lit Comp

TES compers are invited to redouble their efforts for the Literary Competition, which will now appear fortnightly.

Competition No 87. Set by S. H. Without their definite article, the papers have surprisingly evocative names: Times, Guardian, Sun, example. We invite you to write lines containing as many newspaper titles as possible in the style of the poet from the Romantic period. The closing date for entries is May 29, and the results will be published on May 15. The results of Competition 86 will appear on May 1.

Polo stint

Marco Polo Bramley CE Middle School, Leam.

It had all been done before at Bramley CE Middle School in Leam: the thing from Joseph and His Amazing Technicolour Dreamcoat to *Oliver!* to *Lovely War*. Nobody on the staff inclined to revive anything or type yet another *Oliver*, so Stephen Jones went ahead and did what teachers just talk about doing. I wrote a musical, tailor-made for youngsters he saw every working day. After toying with the story of *Ulysses* without result, he discovered a travels of the intrepid Venetian, who in the 13th century had sailed the globe.

The result is an hour-long, busily cheerful piece which was sent last week by large numbers of very well-organized pupils to a school gymnasium. The piece was David Pepper played with confidence, great charm and a Bishit Khan will not like him, (testooned with red and green zig-zags (Stewart Quays) and gave the confidence of a snappy-dance. Khubla Khan rather like a mad, played by Stuart Cook. The voice of the narrator (Sarah Taylor) held the restless episodes together.

Dick Wilford

Soft centre

Close to the Bone. Remould Theatre Co.

Interviews with 100 Hindu nurses have been dissected and reassembled to become a fast-moving play of theatre. *Close to the Bone* is the second of a series of working lives. The first spoke with a sturdy, strong voice of men whose lives on the move were constantly at the mercy of nature and economics. These nurses are still central, but this time they plunge into the world of their tragedy - death, as a process of examining how nurses cope with through relationships with patients and their own low status. The working relationships with doctors. If, as the bonny white quater to us, nurses are like people in a dream, we see more of the soft centre, the heart of the matter. The welcome price of a formal white dress, a point of view rather than a commonplace judgement.

Judy Meeween

touring - theatrical - information telephone 0114 274 1111

ARTS

Cute in Pyjamas

TSB Rock School Competition. Camden Palace

"I like confidence, character and originality. That's what you have to have to get on in the music business," said Pepsi, the fizzy half of pop duo Pepsi and Shirlie at the seventh TSB Rock School National Final.

Pepsi and Shirlie sat on the same judging bench as DJ Peter Powell, veteran rocker Rick Parfitt and Nik Kershaw to decide which of the eight bands - selected from eight regional finals which featured the best of 300 entries - would win the gold disc and the two heaps of musical equipment, one for the band and one for the school. The admirable things about the Rock School sponsorship is that it offers all the trappings of rock stardom for a day (TV coverage, willing stage crew, screaming supporters) without dangling the prize of a record contract in front of star-struck hopefuls.

Confidence, character and originality were what we got by the barrel load. Past years have shown what the talent competitions refer to as lack of stage presence. This year we had dance routines, choreographed and un-

choreographed coverings, and even a touch of rock opera from the Theatre Academy in Aberdeen. Their song "Lady Luck" involved a snow flurry of playing cards and giant note books, and they'd obviously worked hard to make the lyric about the seedy side of gambling audible.

Karate Pyjamas from Bramhall High School, Stockport, deserved their first prize. Less witty than the Housewives and more commercial than the Flying Pickets, they started their set with a beautiful sung version of the acapella style hit, "Caravan of Love", the lyric "Stand Up" changed to "Save Up" to form a TSB advertising jingle rather than a pop song. Cliffs of pleasure were brought to the eyes of the sober-suited TSB executives, there to get Nik Kershaw's autograph for their daughters.

The apparent currying of favour with the judges was partly justified by a somewhat surreal movement routine. Karate Pyjamas (average age 16) demonstrated a calculated "Band next door" charm, all baseball jackets and flat top hair cuts.

"Cute" said Pepsi, "Cheeky arrogance, that's what you need." More importantly, though, Karate Pyjamas were excellent musicians, strapping instruments mid-set and demonstrating a range of writing and playing styles from jazz ballad to pop funk. Their close harmony was impeccable.

Judges' platitudes about the standard being better than ever rang true this year. Musicianship throughout, particularly on drums and horns, has never been better. Neither has presentation, though some bands strained rather, to look different. One that didn't, and won no prize but should have, was Along the Lines (Whitchurch High School, Cardiff). They played soul, and they played it soulfully. But they weren't cute.

Nick Baker



The winners at Hoopoe at The Birds, 11.4.87



The double basses coached by Duncan McTier

Birthday serenade

Philippa Davidson celebrates 40 years of the National Youth Orchestra, and asks why it gets no Government funding

The National Youth Orchestra: Fortieth Birthday concert. Royal Albert Hall, April 23.

From school band to county youth orchestra, and then where? Many young players will set their sights on the National Youth Orchestra, from whose ranks have sprung such eminent musicians as Simon Rattle and David Atherton, Mark Elder and Christopher Seaman. The NYO is 40 years old next week. It is hard to believe that when Dame Ruth Raiton founded it in 1947, youth orchestras did not even exist.

Four hundred young hopefuls apply for 50 or so places each year. Some will be unaware of the strict rules for entry - a grade VIII is a minimum requirement, although outstanding players will be considered on special recommendation from their teachers. Contrary to popular misconception, the NYO is not composed of rising stars from music colleges. In fact, players are normally required to leave when they begin their training at a conservatoire, and over two thirds will not go on to become professional musicians. All are, however, in some form of full time education.

The orchestra's musical director, Derek Bourgeois, is responsible for the auditions, which he tries to keep as informal as possible. He professes to be "more interested in rough diamonds than in players who have reached their peak". There are two auditions; the first round takes place in 10 centres in spring and for players who are successful there is an autumn audition with a specialist on the instrument. Supply and demand dictates a better chance of acceptance if you play one of the more unusual instruments. Viola players are harder to come by than violinists, as are double bass players.

Once accepted, a player usually stays with the orchestra for three years, occupying a variety of positions within the ranks. "There is no automatic progression from the back desk to section leader," explains Bourgeois. "Some parents get upset about this, but we believe in giving everyone the opportunity to play in different posi-

tions." More experienced players are encouraged to help newcomers. "One year our brilliant 12-year-old harpist led a section of much older players, but nobody seemed to mind."

Judging the right amount of discipline for players whose ages range from 12 or 13 to 20 can be a problem. "We insist on silence at rehearsals, except when communicating with the conductor, and two minutes silence before the conductor comes on to the rostrum. There's never any trouble because when you have that kind of ability you know the work can't be done unless you conform to discipline."

The orchestra gives three concerts a year, each preceded by a week of intensive rehearsals. Organization is the responsibility of Linden Andrew, the resident administrator. She rounds up the players from as far afield as Jersey and Paisley, sends out the scores (a month in advance - so that players are not perfect by the time the course begins) and books accommodation, usually in school.

All the professors who tutor the courses have the players' welfare at heart, and recreation, albeit musical, is always included alongside the rigorous musical routine. There are classes in music history, composition and a chance to conduct for those who have ambitions in that direction. It is often only too obvious that youngsters have been forced-into on their instruments at the expense of an all-round musical knowledge. Derek Bourgeois says he is often surprised at the things they don't know. "I once asked when Debussy's 'Iberia' was composed and got answers three centuries apart."

The biggest surprise of all is that the National Youth Orchestra has received no Government funding since it lost its Arts Council grant in 1979. It is the only national youth orchestra in the world to rely on commercial sponsors (currently Lloyds Bank and Capital Radio) and private donations. As a national institution, straddling the performing and the educational world, it is nobody's responsibility. "The meagre grant of £4,000 we get from the Youth Service doesn't even pay the VAT," complains Linden Andrew, who often finds herself on the losing

side when it comes to a battle over accommodation - with commercial giants like Dolphin Holidays.

Unlike a professional orchestra, the NYO needs double sponsorship, not just for a particular concert but for its day-to-day running as well. World class conductors at £20,000 per concert are out of the question and the orchestra relies heavily on those who are prepared to waive their normal fees. The uncertainty over funding causes problems with programme planning, which has to be at least four years in advance. "You can never be sure a sponsor won't pull out at the last moment," says Bourgeois.

Bursaries are also in short supply. Local authorities may offer help to talented players whose parents cannot afford the course fees (£170 per week), but some apply the means test, and usually no help will be given to children from the independent or private sector. And although the orchestra has toured abroad, it now rarely can afford to do so, thereby missing a chance, thinks Linden Andrew, of demonstrating to the world that not all British teenagers are football hooligans.

Even in its early days the orchestra was noted for its adventurous programmes. Derek Bourgeois selects music that will stretch the players: "I don't exercise personal preferences but I do try to pick music that is the best of its kind." At their birthday concert the orchestra will be performing the Strauss Alpine Symphony and there are plans for Schoenberg's "Gurrelieder" at the Proms in August, with Pierre Boulez conducting and Jessye Norman as one of a line of soloists to be finalized.

Other plans for the future include the formation of a chamber orchestra to give more scope for classical works to be offered alongside the music from the 19th and 20th centuries normally associated with the large forces of the NYO. But as with all new ventures, cash will be needed. When Dame Ruth Raiton dipped into her pocket to set the orchestra up, she could not have foreseen that 40 years on this highly acclaimed educational institution would still be poised at the cliff edge, never certain of its survival from one year to the next.

N B

A mixed menu

Germinal. Greenwich Young People's Theatre. Cafe of Dreams. Cockpit Youth Theatre/Double Exposure.

The poor in Greenwich's *Germinal* are grey faced and slumped shouldered. The rich are muscled and expansive in their gestures. The double-level set is minimal. There are few props. Major effects are created by lighting, sound and movement. It's an object lesson in establishing clear conventions and sticking hard to them, and it works well.

Despite some lack of energy at the start of the play, and patchy speech quality throughout, the monochrome bleakness created by Chris Vine's ambitious production is effective. The repetitive bone-jarring descent to the coal face is excellent. The combination of incomprehension and shame on the soldiers' faces as they mow down lines of striking miners is moving. The adaptation of Zola's radical novel, devised by Leicestershire's Youth Theatre, works well enough, although some of the passages of narration don't entirely fit with the style of the play. Narration is difficult enough at the best of times. The company decided to allow most of the 22-strong cast a turn at it, with results varying from very good to mediocre.

But that's the way they do things in Powerplay, Greenwich's "senior" (17-25 years) acting group. They "determine what material to perform and share responsibility for all areas of the production," announces the programme, proudly. It's an appropriate line of approach to take with *Germinal* and the excellence of some of the ensemble playing demonstrates that for the most part it works very well. At The Cafe of Dreams you can have anything you want - rather like Alice's Restaurant in the Sixties. Unfortunately, I didn't fully understand the menu. It's a devised piece, integrating disabled actors and those with disabilities. At the centre is a journalist, the filter for the varying experiences of cast members on whose own dreams and storytelling the play is based. By necessity, it's fragmented but I get the impression that the directors weren't ruthless enough with their material.

The result is some dishes fit for a king (a remarkable tramp finds an abandoned baby and anguishes poetically about his life and future) and others which should go straight in the liquidizer for soup. Some were touchingly simple (boy meets girl over lost cat, little girl meets story book caterpillar in fantasy garden) others uninterestingly self-indulgent (man agonizes over being bisexual). Finally, though, as if sensing the lack of form to the whole thing, the actors round on the journalist and blame him for their woes. Media bias becomes the clearest idea in the whole play.

One admirable aspect of the whole, though, is the signed "subtitles", taken on by the whole cast either in unison or one at a time. Not only is this valuable to the deaf viewer, it often creates a fascinating mixed subtext.

Judy Meeween

and eager for some lighthearted entertainment. Paul Ponder had long wanted to direct a play by Aristophanes, and *The Birds* is the most lighthearted of all the 11 plays which have survived. The translation by David Barrett (for Mr Ponder left his own on the bus) does all it can to make the text accessible, enabling the bird-catchers, particularly Bryn Rowden as Pelisthetus, to play with the confident air of a modern stand-up comic. The chorus of birds was picturesque and competent. A sense of pace was lacking; too often there were boys on stage not knowing what they should be doing or whether looking. But there was nothing that couldn't be remedied by a stronger dose of curricular drama.

Where naturalistic dialogue is a tough taskmaster for untrained actors, the declamatory style of the Ancient Greeks has perhaps an easier technique on offer. By 414 BC the theatre-goers of Athens (practically everyone) were tired of the Peloponnesian War

THE TIMES SUPPLEMENTS

DESIGN AWARD
PUBLISHERS' ADVERTISEMENT

In 1986 eleven hundred separate advertisements were placed by British publishing houses in The Times Literary Supplement, The Times Educational Supplement and The Times Higher Education Supplement. In these individual spaces, anything from single titles to whole series were promoted, from the publishers' academic, educational and general trade lists.

The Design Award for The Times Supplements Publishers' Advertisement has been instituted to recognise the many talented designers and copywriters active in the British publishing industry and to encourage their continuing high standard. The Award will be applicable for any advertisement from British book publishers appearing in any Times Supplement between May 1 to December 31, 1987. Entries will be limited to one per publishing house/division of a publishing house.

THERE IS A PRIZE OF £1,000 FOR THE WINNING PERSON/TEAM, AND A TROPHY TO THE PUBLISHING HOUSE CONCERNED.

A distinguished panel of judges (to be announced later) will reflect the interests of commercial design, publishing and the readership of The Times Supplements.

Application forms are available from: Nigel Denison, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX, to whom you should write mentioning the name of your publishing house.

The fastest draw

Adrian Oldknow shows maths teachers what hand-held calculators can do

Since electronic calculators first came on the scene, they have become progressively smaller, more sophisticated and cheaper. Today, facilities which used to be associated only with computers are available on hand-held devices. Consider some of the features of three such machines, each costing less than £50, that I carry in my briefcase.

The earliest is the Casio fx-700P programmable calculator. This is a far cry from the programmable calculators that caused such frustration just a few years ago. The liquid crystal display shows 12 characters and there are effectively two keyboards. The lower three rows of keys below the display contain the alphabet (written in QWERTY order), and can be used in conjunction with special keys to give symbols and keywords such as FOR, IF, LIST, SIN. There are also keys to control cursor movements left and right which are used for editing the display. In addition there is an "extended mode" in which lower case letters and symbols can be obtained.

The machine can be used directly as an ordinary calculator but many expressions, such as SIN and SQRT, are entered in "prefix" form. In this form you create a full expression on the display which is only evaluated when the "EXE" button is pressed. The result of the previous evaluation can be "copied" into the next calculation using a convenient "Ans" key.

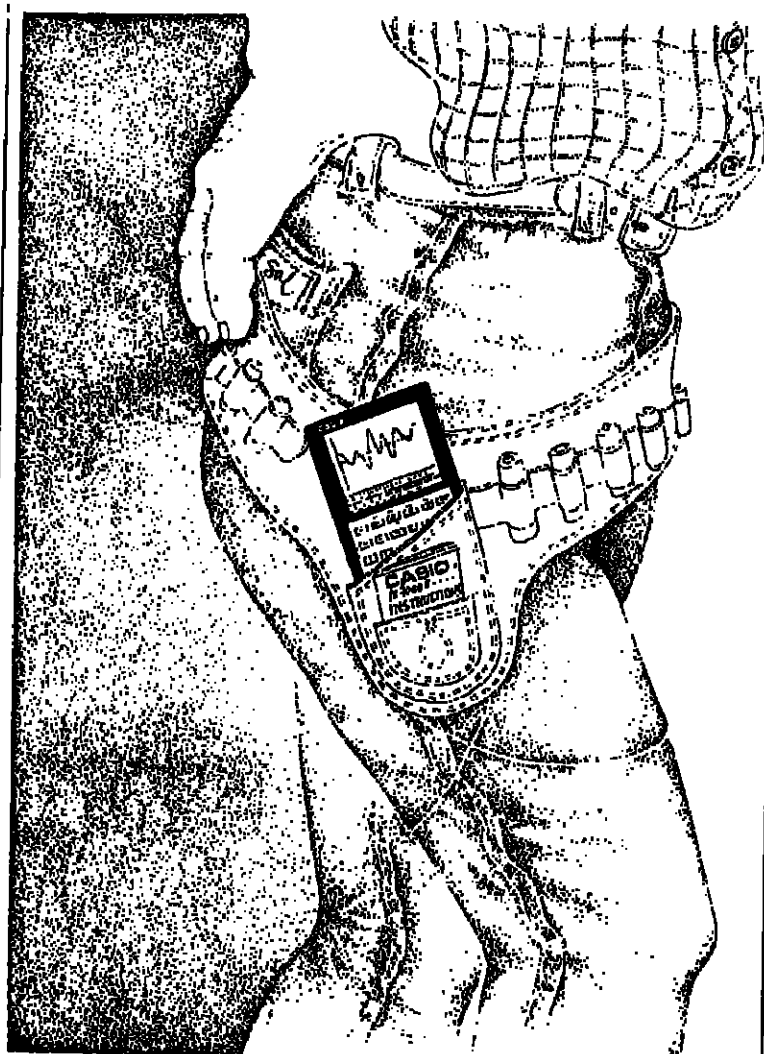
On the fx-700P any alphabetic key can be used as the label for a store (or "variable") and values "memorized" with the "M" key. Thus a calculation of simple interest could be split up as:

P = 1000 (store 1000 in P)
R = 12 (store 12 in R)
T = 10 (store 10 in T)
I = P * R * T / 100 (evaluate a formula and store the result in I)
(print the value stored in I)

This produces a display of 1200.

The programming language is a fairly standard implementation of a minimal set of Basic, with line numbers, FOR-NEXT loops, IF-THEN statements, GOTOs and GOSUBs. Up to 10 separate programs can be stored using a maximum of about 1,500 steps, and these stay memorized even when the computer is switched off. To enter a program to calculate $n!$, say, you first enter the "WRT" mode and choose one of the 10 programs areas. The program is entered line-by-line, and the largest value this program can handle is 69! which it calculates as 1.71224524E98 in under two seconds. The fx-700P has now been replaced by the fx-720P.

The second (and most impressive) machine in my bag is the Casio fx-7000G scientific calculator. The first thing that strikes you is that the manual is at least twice the size of the calculator. The top third of the calculator consists of a large liquid crystal display that can either show a "text" screen of eight lines each of 16 characters, or a 95 by 63 dot "graph" screen. The "calculator" screen is so much different types of function that the layout of the labels for the keys is rather confusing. As well as the usual range of keys that



you would expect to find on a scientific calculator, 26 keys serve a dual role as alphabetic keys (this time laid out in alphabetic, rather than QWERTY, order).

The most obvious and impressive attraction of this machine is its graph drawing capability. For example the graph of the quadratic function $y = x^2$ can easily be drawn just by pressing the following buttons: Graph, x^2 , EXE.

Pressing the "Range" button shows that the machine has been pre-programmed to use a range for x from -7 to 7, and for y from -2 to 29. All the standard function keys produce pre-programmed graphs in this way.

To solve an equation like $x^2 = 2x + 5$ the graph of $y = 2x + 5$ can be superimposed on the same axes and the points of intersection found. Pressing the "Trace" key clears the bottom line of the graph and shows the display " $x = -3.54468085$ ". Pressing the right-arrow key causes this display to change as a flashing point traces the last graph.

Eventually this point can be moved to lie close to the intersection of the two graphs when $x = 3.425531915$, and pressing the " x, y " key shows $y = 11.85106383$. To check how close this is to a solution the x -value can be recalled by just typing ALPHA " x " and squared with the x^2 button to yield 11.7342689.

notes

COPYCAT LEARN TO DRAW

Copy Cat Learn to Draw comprises 15 double sided, wipe clean reusable cards designed to lead a child through the process of drawing various objects. Included in the pack is a wipeaway pencil, a pad of paper and wax crayons. Michael Stanfield Limited, Murdock Road, Bicester, Oxon OX6 7RH.

CORSAIR LABKIT TROLLEY

The Corsair Labkit Trolley provides a mobile self-contained unit for practical science teachers.

Constructed from 18/8 stainless steel tubular frame, it has stainless steel sinks and tanks as well as plastic coated bases.

water and gas taps. The electricity is supplied by a 12 volt DC sealed battery. There is an integral gas detector. Corsair Manufacturing Limited, Catering Equipment Division, Beaumont Close, Beaumont Industrial Estate, Banbury, Oxon OX16 7SH.

ESSEX FARMING

The Agricultural Development and Advisory Service at Chelmsford has produced a booklet which tells the story of the agricultural and horticultural industries of Essex. It describes the range of production which takes place on the 1,700 full-time and 1,900 part-time holdings in the county and gives a brief history of the farming families. The booklet is aimed at students.

Available free of charge from Essex NFU, 160-162 New London Road, Chelmsford CM2 0AP.

With IT

CAL 87, the international computer assisted learning conference, was held in Stirling University last week and was backed up with an exhibition of the latest CAL materials.

The conference itself offered a preview of Professor Jim Atty's Department of Trade and Industry-sponsored video lecture, called "Export Systems - Techniques and Applications". This is the first in the 10-lecture "Advanced Video Learning" series, packaged with printed material for updating managers and professionals, and produced by Strathclyde University's Technology Transfer company.

The exhibition stands included the displays of the new low-cost, high-quality educational publishers. These are collaborative ventures such as RESOURCE (supported by Barnsley, Doncaster, Huddersfield and Sheffield L.E.A.s) and Jordanihill College of

bigger sister, the fx-8000G which can produce "screen-dumps" on Epson-compatible printers.

The third and newest of this batch of hand-held devices is the Casio fx-5500 scientific calculator. At first sight this looks the most like a conventional calculator. It has a large clear display consisting of a single line of 24 characters. As with the other two machines, expressions are entered in prefix notation and there is an "Ans" button for the retrieval of previous calculations.

There are also just 12 stores for variables labelled from A to L, and arranged alphabetically. To store and recall data from these memories there are "STO" and "RCL" buttons. Additionally there are three symbolic keys called x , y and z for use in algebraic expressions, and three "formula memories" called I, II and III. The remarkable additional features offered by this machine are in the field of algebraic manipulation. Expressions such as $3x^2 + 4x - 5$ can be entered from the keyboard and simplified using the "SMPL" key, to give $6x^2$.

Similarly expressions such as $(3x^2 + 2y)^2$ can be entered and expanded, using the "EXPND" key. Conversely an expression such as $10A^2 + 7A - 29A^2 - 5$ can be factorized, using the "FCTR" key, to give $(5A+1)(2A-3)(A+2)$. This process, though, does take a few seconds, and the algorithm it employs can only be used with the variable stores A-L, not with x , y , z .

A formula such as $A1/(A-B)/B1$ can be stored in a formula memory and the values stored in A and B can be substituted into the formula.

Finally, its great party trick is to solve quadratic and simultaneous equations (in two or three variables).

Just about the only bit of the conventional level algebra syllabus that it cannot do is to rearrange a formula. Since this is not a "programmable calculator" it can, presumably, be legally taken into many O and A level examinations this summer.

Clearly, then, the size and cost of a hand-held device are no longer indicative of its range of facilities and computational power. As we have recently heard all the operational details of an international drugs ring can be stored on a pocket personal data bank, and so, too, can a couple of chapters of a textbook! Already there are software packages for microcomputers to do all the graphing, number crunching, and symbolic manipulations normally associated with an A level in maths - so, presumably, if there is a market, there will be cheap hand-held devices to do the same.

We really are very close to having what David Tinley described in 1978 as the electronic A4 slate. Perhaps one benefit of a national curriculum might be some collective clout in persuading manufacturers to design a hand-held micro for the classroom. We clearly have the technology, we have yet to prove that we can supply the market, but to adapt the curriculum to keep pace with a technological society.

The statistical functions can be used for conventional calculations of means, standard deviations and the like, but can also be used with the graphical output to display histograms, normal distributions and regression lines.

The fx-7000G now has a slightly cheaper smaller brother, the fx-6000G with a half-size display, as well as a

Adrian Oldknow chairs the MESU National Mathematics Review Panel and works at the West Sussex Institute of Higher Education in Bognor Regis.

Education, which operates on a not-for-profit basis and attracts sponsorship from bodies such as the Manpower Services Commission.

RESOURCE was showing its comprehensive packs on IT and the Curriculum (E40), Business Data Processing and Industrial Data Processing (E65 each including video, £50 without). It publishes a wide range of low-cost software including its cut-down Domesday Database on floppy disc (E11). There was also a robot arm for the BBC micro (E89 including software).

On the Jordanihill stand, two software packs were being launched: the TVEI Word-Plus Software and Pack (E18), which manipulates text in subjects right across the curriculum in secondary schools and further education colleges, and the Adventure Board, an eight-switch input device with overlays offering a plug-in alternative to the QWERTY keyboard for the BBC micro (E20 in kit form).

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Let it rain

A Rain Forest Child
By S. Lyle and M. Roberts
£8.75 inc. postage

A4 photocopy master sheet, 36 cards to provide material for two sets of 10 AS activity cards, 10 charts, and a UNICEF World Green Light Publications, 75, Coombe Gardens, Llangollen, Denbigh, LL53 5AY.

This activity-based teaching pack for children aged 8-13 provides a range of materials for work on many aspects of rain forests. Its aim is to raise pupils' awareness of the importance of rain forests and the risks to their destruction. The pack includes a cross-curricular approach and a strong anti-racist, multicultural bias. The materials form a well-structured package covering 18 visual activities that engage pupils' tasks involving active learning.

Numerous references are made to other materials which support or extend the activities, so schools can contemplate using the pack in an extensive way may find they will make a much larger financial outlay than the price of the pack alone. Materials focus strongly on the child in the rain forests of Borneo, hence its title - and the work includes the use of a video, *Pauline of Borneo* made by Yorkshire Television as part of a set of six programmes in the *Two Way Ticket*. The video can be seen on free loan from a few schools, which may find that they need it (at a cost of £20).

The activities suggested include "priming" tasks such as a role-play involving the use of a rain gauge, temperature measurements at the school, work on the evaporative water from plant leaves, and seasonal changes in Britain to follow the single season in rain forest. Then follow various map study



Nigerian rain forest cises, graph work, plus creative writing and drawing in which pupils express their perceptions of rain forests. The pack can later be compared with details provided in the pack. A comprehensive exercise on launch into activities arising from video moves on to studies of the people who live in rain forests.

The items which rain forests present in the final activities, pupils can learn about the consequences of forest destruction. They are asked to develop discussion, library work, classification, sequencing and other skills among many others - an enjoyable mix of activities in card games.

Altogether the package provides excellent materials which will give schools in particular a great deal of help in giving them up to half a term's work. There are a few nigglers in the teacher's guide does not always give enough information to enable teachers to track down the materials. Some of the extension materials are all though, it can be highly recommended.

John Truitt
Video/Media

Video/Media
Video/Media
Video/Media

Geography



Outdoor education is the theme of this year's Geographical Association Annual Conference

A breath of fresh air

DENYS BRUNSDEN

John Ruskin once longed for a time when "the country will become an outer, an uncovered classroom, a Divine Museum utilized by our teachers." Today, with the new GCSE criteria we are nearer than ever before to the realization of this ideal. The criteria state that "to understand geography adequately and to engage in geographical activities requires the development of a wide range of skills. Many of these skills are best developed through practical work and fieldwork which should always be an integral part of the course."

Outdoor education has always been at the heart of geographical teaching and must be seen as a pedagogical ideal that matches a fundamental yearning of humankind for travel, adventure and exploration. Our history has always involved a search for the unknown and our pioneering spirit has always reached toward the farthest ends of the earth. It is not surprising therefore that a form of education that is based on personal discovery of the local scene should be highly valued. It is indeed a fundamental reason why geography should occupy a central place in a core curriculum.

The origins of outdoor education are complex but fascinating. In the strict educational philosophy sense it has its roots in Rousseau's concept that "to learn by experience from nature was the way and led to freedom of thought and spirit." This ideal became formalized in the "sensory method" or "nature school of education" of Johann Heinrich Pestalozzi who argued that learning should be based on observation, description and classification of everyday objects.

This system, based as it was on commonsense, judgement and first impressions was quickly taken up by great educators, Basedow, Salzmann, Froebel, and great geographers, von Humboldt and Carl Ritter among them.

In Britain, the method formed the basis of Huxley's *Physiography* and Charles Kingsley's lectures on Town Geography. Physiography as taught by Huxley began with the local region and argued toward the larger unit, country, continent and planet. It was the beginning of scientific geography. The field trip method found a ready acceptance through the Victorian craze for the "Science of Common Things" which provided "live instruction, healthy, purposeful exercise, untrammelled good companionship". The natural history movement, stimulated by Gilbert White, Linnaeus, Darwin and many great geologists of the day, became an obsession from which "every class may derive every day many moments of gentle exhilaration in the hands of Frederick Le Play

and Patrick Geddes, the originators of modern sociology, the concept turned once more to the idea that education and nature were associated with the idea of freedom. These great men initiated the method of local survey as a basis for the description of the condition of the working classes and the need for social reform. Today the technique reaches all of us through the census, the opinion poll or the great resource surveys of organizations, such as the CSIRO in Australia, conservation surveys or any basic data collection procedure for hazard mitigation or resource management. All are based on the use of field observation for the improvement of society through an enlightened knowledge of Earth.

Foremost, among the organizations responsible for developing the method has been the Geographical Association. The Geddes programme of "summer field classes" coincided with the development of geographical teaching in schools and the establishment of the first chairs of geography in British universities. Many of the first professors were influenced by the method, Mackinder, Fawcett, Fleure, Chisholm, Stamp, Dickinson, Hilda Ormsby among them. They taught a new generation who have continued the tradition to the present day. Aided by geologists turned geographers such as S.W. Woodbridge fieldwork teachers were soon dominating the deliberations of the Geographical Association and encouraging the practice in schools. Even though at some schools it "raised a storm of protest, for fear it would harm the school games!"

The final influence was the work of the Royal Geographical Society which encouraged, through exploration, the idea that a community needs to encourage an independent, pioneering spirit among its young people, to help youth to "find themselves". To develop the personal qualities of trust, perseverance, courage, endurance, judgement and emotional stability and to achieve "all that they are capable of becoming". The story of the astonishingly rapid growth of adventure education is surely one of the social achievements of this century. Kurt Hahn at Gordonstoun, the Scouting and Guiding movement, Outward Bound courses, Brathay Hall, Duke of Edinburgh Awards, VSO, Endeavour Training, the Expedition Advisory Centre of the Royal Geographical Society and the Young Explorers Trust. Never before have so many people taken part in so much outdoor activity. There cannot be a fit reader of this column who does not have a good parka and a stout pair of walking shoes or boots!

It therefore comes as considerable shock to realize that educational field-

work is under severe pressure. In a positive sense this is because of the desirable inclusion of the method as an integral part of the curriculum. Few would argue with that. But this is against a background of almost non-existent funding for resources and ill-equipped teacher centres. On January 21 1986, the local Ombudsman found in favour of a Wiltshire parent who had claimed that the county council (Wiltshire) had a statutory duty under the 1944 Education Act to meet the cost of a residential A level geography course attended by her son. The Buckinghamshire CC enquiry into

the 1985 Land's End tragedy has raised questions of leadership, codes of practice, staff-pupil ratios, in-service training, travel expenses and accommodation. Both events place a considerable extra financial burden on already hard pressed authorities.

Understandably the teachers of geography and all field sciences are expressing concern, especially in geography, which has a strong case for regarding itself as resource-frugal. The subject badly needs to obtain the resource provision needed to preserve the quality of teaching in what we all now accept as a distinctive contribution to the needs of society. It is for that reason that the Geographical Association annual conference has chosen outdoor education as its theme for 1986-87.

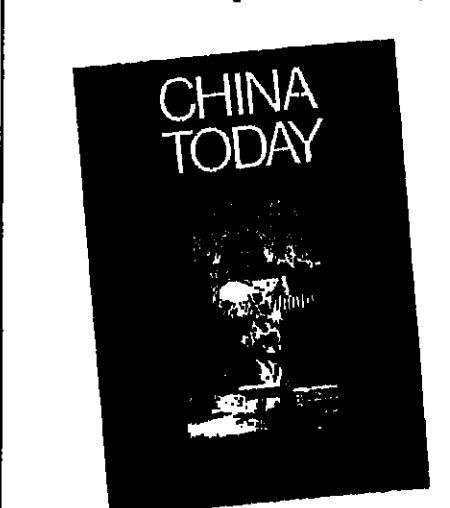
Sir Keith Joseph asked the Geographical Association in 1985 to justify why geography should be part of the national core curriculum. Geography, through exploration, environment and field education alone can contribute to the well being of society. The method teaches the knowledge and techniques required for the wise use of resources, the management of the environment, the education of our youth toward a tolerant view of the needs of others and a knowledge of how other people in the world live. Does the Secretary of State really need more than that? Can he now match the case with funds?

Professor D. Brunsdan, King's College London, is President of the Geographical Association.

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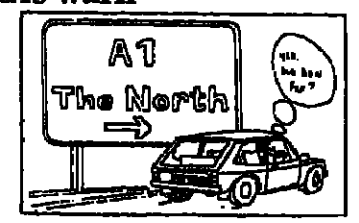


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EXTRA

The Geographical Association Annual Conference

Royal Geographical Society, April 21

London School of Economics, April 22-23

The science of the unknown

The 1987 Geographical Association Annual Conference concentrates on the role of fieldwork in geography. Changes in the examination system have served to re-emphasize the central role of outdoor education in the subject and the many lectures, workshops and symposia at the 1987 conference will examine a wide range of related issues.

The first day of conference, Tuesday April 21 is held at the Royal Geographical Society and dominated by the finals of the Worldwide Quiz. In the evening Professor David Sugden delivers the tripartite lecture taking the title "The Polar Environment - illusion and reality" an account of the many misconceptions about polar regions and the role of fieldwork in correcting these illusions.

The two main days of conference are held at the London School of Economics (Wednesday April 22 and Thursday April 23). On the Wednesday key lectures include complementary views on the role of outdoor education and the methodologies for learning in the environment from Peter Smith (BNU) and Graham Hawkins (Dartmouth School). In the afternoon session David Brewster (Brooks Authority) presents a view of the complexities of managing sensitive environments and suggests possible resolutions of conflict and Dr Ted Hollis (University College London) brings us up to date with developments in urban hydrology. In a particularly relevant lecture Dr John Yockey (University College, Cardiff) discusses the development of coursework in GCSE and in a related exhibition and symposium a wide range of coursework will be available for inspection and discussion.

Perhaps the highlight of the lectures on Wednesday is the Presidential Address. This year Professor Denis Brunsden (King's College London) takes as his title "The Science of the Unknown" and in his address he explores the background to, and developments of, exploration in geography. In tune with that theme workshops and symposia sessions explore many recent developments in the subject. A particularly important session will be the presentation of satellite remote sensing material for classroom

use while other sessions explore the issues involved in organizing fieldwork, a report on the work of the Geography, Schools and Industry Project and a view of the new perspectives in marine geography. In response to the debate on the core curriculum the Geographical Association's Vice-Presidents present a symposium devoted to the challenges presented by the development of a core curriculum over the next few years.

On the second full day of lectures the key address will be given by Jonathan Porritt, the Director of Friends of the Earth who takes as his title "Education for Life on Earth" a daring which he will pursue current issues in the environment and, most appropriately, how to handle them in the classroom. The Geographical Association is grateful to Macmillan Education Ltd who sponsor this important address. Other provocative lectures will be delivered by Dr Ted Yates (KCL) and Professor Emrys Jones (LSE). Dr Yates will discuss the value of landscape study in rural areas contrasting the benefits of the "walk and talk" approach with the more fashionable measurement exercises that often dominate modern fieldwork. In a similar vein Professor Jones will analyse the ways in which urban areas can be treated as teaching mediums. Extending this overview of field teaching Professor Newsom (Newcastle) will relate the linkages between field exercises and evaluation and the development of policy towards the physical environment.

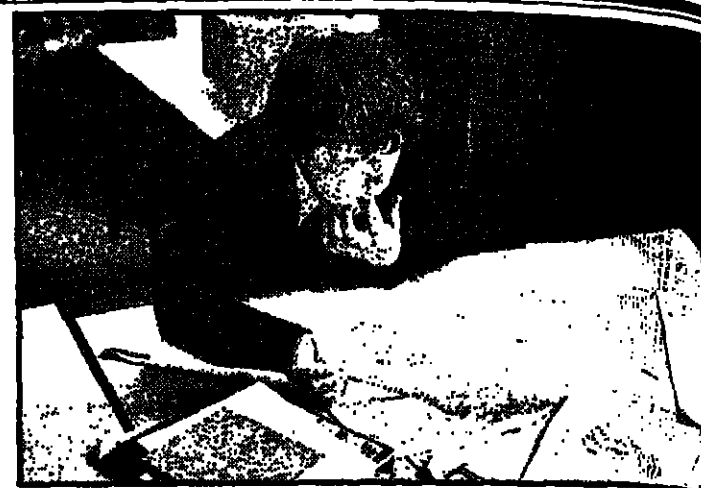
As on the Wednesday a wide range of workshops and symposia are on offer. Following last year's highly successful presentation of GCSE syllabuses the developments since 1986 are evaluated in a session that is sure to attract many delegates. Similarly popular will be evaluations of the role of the microprocessor in GCSE and a review of the use of interactive video in geographical education. Other sessions are devoted to managing change in the geography department and examining pre-vocational curriculum developments. It is particularly encouraging that both the Soil Survey and the Nature Conservancy Council will present symposia this year. Dr Peter Bullock for the Soil Survey will

examine the teaching of soils and land evaluation while in a two-part session Adam Cade and Gill Aslett examine the work of the NCC in geography syllabuses and the use of computer databases in farm fieldwork. This year the publishers' symposium will critically evaluate some of the many new texts in the subject providing expert insight for those of us who are increasingly lost in a torrent of material.

It would be odd indeed if a conference so single-mindedly devoted to the issues of exploration, environment and education ignored the practical benefits of field excursions so in that spirit three excursions have been arranged. Alice Coleman (KCL) takes a party to a number of London housing estates developing her work on inappropriate design and resultant problems. The public impact of her initial studies was considerable and this trip provides a unique opportunity for delegates to see and hear the basis for her published research. Biogeography has sometimes suffered from unwarranted neglect in school geography and in an effort to rectify this shortcoming Dr Ted Yates (KCL) will lead an excursion to Kew gardens using this extraordinary range of flora to illustrate the value and relevance of biogeographical knowledge to the rest of the discipline. In the same vein Dr David Green (KCL) will examine the historical geography of the city boundaries and once again the central importance of historical geography in the understanding of the built environment will be investigated through the medium of a short field excursion.

The publishers' exhibition provides a unique opportunity for teachers to keep in touch with both the ever growing number of texts and the widening range of other resources. A number of formal opportunities to meet over a drink and a sandwich are integrated into the conference programme but much of the social activity is informal and spontaneous. The Geographical Association annual conference is a many faceted affair and without lapsing into hyperbole it could be fairly claimed that it has something for every teacher - it is also free!

Nigel Yates
Honorary Conference Officer
University College School.



Getting the level right

Europe Today: Counties and Issues. By D J Davis and D C Flint.
Bell & Hyman £5.95. 0 7135 25185.
World Contrasts. By Brian Nisom.
Bell & Hyman £5.95. 0 7135 2653 X.

Some teachers, education authorities and even some Secretaries of State for Education may have seen, in the advent of the GCSE examinations, an opportunity for resource rationalization. One course equals one book. But educational publishers - and most teachers, of course - have never believed that, and the current output of books tends to reflect their not entirely disinterested concern about getting the level right.

Thus *Europe Today* is accurately described as being "aimed at GCSE students" but "could well be appreciated by students at a more advanced level". In other words, it caters for your old average-to-good O-level set and is also a good basic book for your A-level students.

The approach the authors adopt is excellent, and that goes for whatever level at which the book is used. The countries of Europe, excluding Britain, are first grouped into traditional units - Low Countries, Norden, Alpine nations etc. Then the countries are tackled individually, largely with the emphasis on a dominant theme: again these are unsurprising - Dutch agriculture, German industry and so forth. But for every nation a broader picture is painted so the reader gets the very clear impression that there is a lot more to Norway than just fjords, a lot more to Switzerland than precision goods and tourism.

This form of regional approach teaches that highly important sense of place. But to accommodate those who wish to study or revise thematically a matrix diagram is provided in which 20 major topics are listed and cross-referenced to the relevant pages.

The text is packed with information and, probably as a consequence, does not make very easy reading. The diagrams are similarly loaded with material and, in many cases, pupils will need careful guidance before they can derive maximum benefit from them. I like the photographs; they are repro-

duced on a large scale and are, in general, giving a feeling of the places actually look like. One or two works may be much the same as another but for example, *Venezia* Liege and Grenoble are all very different and this book is keen to demonstrate that.

For its modernity and detail *Europe Today* should become a leading regional text for schools; ultimately the teacher will have the task of deciding at what level the book is best used.

World Contrasts, also for GCSE, selects six major subjects to illustrate its general theme of the contrast between the developed and less developed nations of the world. The subjects - population, settlement, agriculture, energy, industry, world links - are presented generally and through the use of studies. The book succeeds in asking and answering, a set of extremely relevant questions about the nature of the problems of development. Its tables and figures present a wealth of information in a variety of ways, so doing, well support the book's aim to "promote discussion and to encourage awareness... through the use of geographical skills". With a careful selection from the case studies a reader could be well prepared for his/her GCSE assessments.

On the matter of level, *World Contrasts* is also best for the more able 14-16 pupil but is not so advanced as the stablemate described above. It is a sound book and evidence of a lot of hard work by its author. My only concern is that, by the end of a course using this book, the student will understand mineral exploitation, the economics of agriculture, the need for the growth of cities and so on, but may have lost sight of one important factor. This is that the reason for our basic anxiety about world contrasts is that people - individuals - suffer. Despite the very broad issues a question it's got to be made clear to people matter; I think the case studies ought to have been the vehicle for getting this crucial point across.

Graham Hart

Easy on the eye

Macmillan World Library series:
How People Live: Life in The Tropics.
By Jacqueline Dinteen; The Crowded Cities.
By Tessa Potter; On The Move.
By Tessa Potter; Living by the Water.
By Jacqueline Dinteen.
The Face Of The Earth: Cities of the World.
By Michael Pollard; Mountains.
By Jenny Vaughan; The Waste Lands.
By Tessa Potter.
Macmillan £5.95 each.

Whenever I see books like these I instinctively look for an easy chair and make myself a cup of coffee. The books are easy on the eye and have a soporific quality which I find useful in the stressful educational environment in which many children (and teachers) work. There are few better ways to spend the odd 10 minutes than browsing, or even seriously reading, one of the books in this series.

The series is designed for children aged 8 to 16, and the required reading

ability would seem to fit quite well with this slot. In common with almost all the major publishers of information books for this age range the quality of the production, use of coloured photographs and other illustrations, page layout and print clarity, are all excellent. This standard must now be taken as the norm for books of this price.

The authors have succeeded in increasing the books' potential, not by providing the usual list of activities for readers to undertake, but by including a comprehensive index using the terms which children are likely to look up. The heart of some technical terms, in all this is an attractive and useful series which apart from its price (which in my simple minded way I regard as extortionate) would be of value in any primary school library. Hey Macmillan about a paperback version!

Paul Hartley

There must be perspectives other than geographical

Your place or mine?

GEOFF DINKELE

A new phrase is being circulated and bandied about in school geography. The phrase has been the title of a popular series of textbooks published a few years ago and then it reappeared in the GCSE National Criteria. To be duplicated inevitably in several of the subsequent syllabuses. The phrase rolls easily off the geographer's tongue and a warm feeling reassures the hard-pressed geography teacher. I refer to the phrase - "a sense of place".

But what exactly is a sense of place? Can one even be exact about it? This is an important question because the aim is regarded by some as central to geographical education and has been regarded by SEC as a desideratum. Before considering whether a sense of place is susceptible to assessment, let us explore the meaning of the phrase.

Imagine a study unit which focuses on Peru, and imagine your students visit the country at the end of their series of classroom experiences. If arriving by parachute, would they recognise La Costa, La Sierra or La Montana? Could your youngsters find their way about and would they have some idea of what to look for? Would they expect the smell at Chimboite, the wealth of Miraflores suburb in Lima and the spectacular *puya raimondi*?

If your answers to the above questions are negative, then you have failed the test for geography teachers! Your places are not real places and your lessons have merely ticked the task of conveying a sense of place. Page 8 in the GCSE Guide to Geography (the Brown Book) refers to "real places" and it all points to more than accurate, up-to-date information. Who is to ensure when the current examination candidate waxes eloquently for two sides or more on the Corby steel-works closed in 1979?

Publishers are not averse to stressing how their books encourage a sense of place. A recent brochure suggested detailed case studies will give pupils a clear and balanced picture of the areas studied. An in-depth approach must surely be preferable to a superficial area study, but will those involved achieve a sense of place? How far can one develop a sense without actually visiting and experiencing the place at first-hand? It must be possible to do so, otherwise the title of that popular series of textbooks is a misnomer!

Rich and vivid secondary sources will help to create images of a place and the detail must be capable of generating involvement as well as immediacy. Contemporary data is essential but we do not need to consider the area's recent occupation. There must be perspectives other than a geographical and historical one for making a holistic study of a place. We must concede that a highly developed sense of place cannot be gained through geography alone.

When the explorer Scott described the Antarctic as "Great God, this is a awful place", he certainly had a sense

of place gained in this instance from the game situation with the environment. Peoples in the past, and the few remaining examples today described as being in true harmony with their environment, could be cited as having a sense of place, and one wonders if this awareness can be inversely related to degree of mobility and migration experience. No doubt, teacher and student alike will have to rely on the output of people who do and did have a sense of place. I'm sure you can think of some classic examples, but never stop looking for others sources.

A clue which cannot be ignored is found in Eric Brough's essay "Geography through art", reproduced in *Geographical Education*, edited by John Huckle and published by Oxford University Press. He insists that fieldwork should be an experience and that the visit should have meaning. The whole repertoire of fieldwork techniques had been practised during visits to a village over several years but as Brough points out, the essence of the place remained elusive. Yet the children loved the village and Brough explains how this experience was tapped. They looked for the poetry in buildings and their relationship to colour, sky, field and trees, expressionless windows, mist and ploughed fields in autumn, shadows, and asked themselves does one area feel different from another... as Brough says the possibilities are endless.

Clearly, an important ingredient in developing a sense of place must be experiential learning experiences. Such soft skills are regarded by some educationalists as the most neglected competencies in our curriculum. The current thrusts of post-positivism in geography support the revelation of private geographies. Men and women do not necessarily react to external forces like iron filings to a magnet but are active, conscious people with a mind and will of their own. Phenomenologists regard the environment as something we create through our daily routines and activities and through our assumptions and typifications.

These mental tools shape our perception of place and our construction will be communicated ideologically. Are geography teachers helping youngsters to understand places; rooms, buildings, open spaces, zoos, total environments? Do students realize that places form the setting for every event of their lives and constitute systems which are alive and changing?

Not every objective of teaching geography must or necessarily be measured; perhaps we assess too much, and enjoy too little as we condition youngsters to anticipate the payoff. As tentative excursions are being made into assessing the affective domain, what opportunities exist for

the pioneers of a sense of place? Two examples offer immediate scope for the innovative geography teacher. The Bristol Project (14-18) is available at GCSE as Midland Examining Group Syllabus D and continues that splendid tradition of centred curriculum development, coupled with 50 per cent coursework. Consultative moderation is both supportive and there to encourage innovation. Coursework assessment units, individual studies and teacher-planned inquiries allow place studies to be developed.

An embryonic model for such innovation already exists in a pilot GCSE syllabus in which one fifth of the coursework is allocated to the description of and responses to places. This component is part of a progression and must be completed as the first coursework assessment of the course. The syllabus is called *Environment*; experiencing, understanding and shaping place, and is proposed by the Southern Examining Group.

The coursework component concerned specifically with place will assess three learning activities:

- a) the collection of data relating to one place.
- b) the reworking, interpretation and presentation of that data.
- c) the expression and analysis of feelings of the candidate as essential and vital parts of all geographical studies.

It would be imprudent to assume there will be no problems with this assessment and the best approach might be to adopt a post hoc marking scheme, putting one's faith in discrimination by outcome. Some skills

must be identifiable; comprehension of brief, grasp of various media, expressive skill, self-criticism, drawing on all the senses... Teachers must decide whether the process is more important than the product and whether it is possible to fail the assessment. Perhaps one's colleagues in Art and Design and English could shed some light on the matter?

Teachers and examiners from English, Geography, History, Sociology, Art and Design and Physical and Biological Sciences formed the GCSE Environment Working Party, which also received consultancy support from Music, Mathematics and Adventure Education. What will be the fate of this inter-disciplinary course?

Should such initiatives be left to chance or individual preference? Will the message emerge in modular form?

Are there streaks of evangelical ecology which will upset some teachers?

Whatever the outcome, there is a strong case for greater development of a sense of place in students. The alternative is the discernible situation of placelessness, with disorientated youngsters lacking personal engagement with the world and lacking concern for the planet. Topophilia is prescribed for today's caretakers of tomorrow's world. Are we providing opportunities in the classroom for youngsters to go beyond the information given? Places can please or disturb the emotions - can articles in the TES ever do that?

Geoff Dinkale is county adviser to Hampshire LEA for Geography, History and Social Studies.



Sally & Robert Greenhill

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EXTRA

Graphicacy in the middle years

Round and round the houses

DAVID PLAYFOOT

When people start on about "standards" I try not to listen, change the subject or pour another glass; one man's high standard is another man's tyranny and when applied to education the term can drive me to distraction.

Nevertheless, I do have to have my own yard (metre?) sticks by which to judge the level of attainment reached by the pupils and my colleagues teach and one that I often mentally refer to is as imprecise as the term itself. I think back a few years to an exhibition of 11-year olds' work based on a school journey to Swinage. The material produced by those 50 or so children reflected the brilliance that carefully structured learning experiences can bring, but it was more the fusion of different curriculum areas set within an aesthetic framework which made that exhibition a market by which to judge other children's achievements.

All the pieces of a curriculum jigsaw were there but for once they had been put together to make a meaningful picture - meaningful not only to the pupils but to parents, teachers and even "Disgusted" of Tunbridge Wells writing to the newspaper about standards!

How is such work achieved? Clearly there is not a definitive answer to this question but there are, I believe, clear pointers and common strands which can help. I propose to look at one such strand to illustrate a possible model for curriculum development in an area that has been central to children's learning in the 9-13 age range: the Humanities. The strand is that of "graphicacy" - more of this term later.

It seems that, in general, five areas or disciplines go to make up most humanities frameworks: environment studies, social science, history, geography and graphicacy. For me there is an underlying assumption that for most of their work in the middle years it is inappropriate to define these as discrete elements; however, it is important to realise that each discipline contains some specific concepts, skills and procedures which are used by specialists and that children should be introduced to at least some of these as part of their middle years education.

In order to achieve this it is necessary for teachers to be aware in their own minds of the various concepts and skills associated with any particular element of a humanities' framework and to be able to match these with appropriate content. Perhaps the clearest example of this is in the area of graphicacy where an accepted hierarchy of skills makes a supportive spine of work for many of the key ideas and much broader skills of the other four

elements. Graphicacy can be defined as communication by means of symbols, pictures, signs, graphs, diagrams and particularly maps. Obviously this links closely with the understanding of maps and plans is fundamental to realising geographic aims. But it is not only in geography that graphicacy plays an important role; much environmental studies work, history and social science uses the skills and techniques of map making, map interpretation, the presentation of statistics, the use of pictures, slides and photographs and the representation of information graphically.

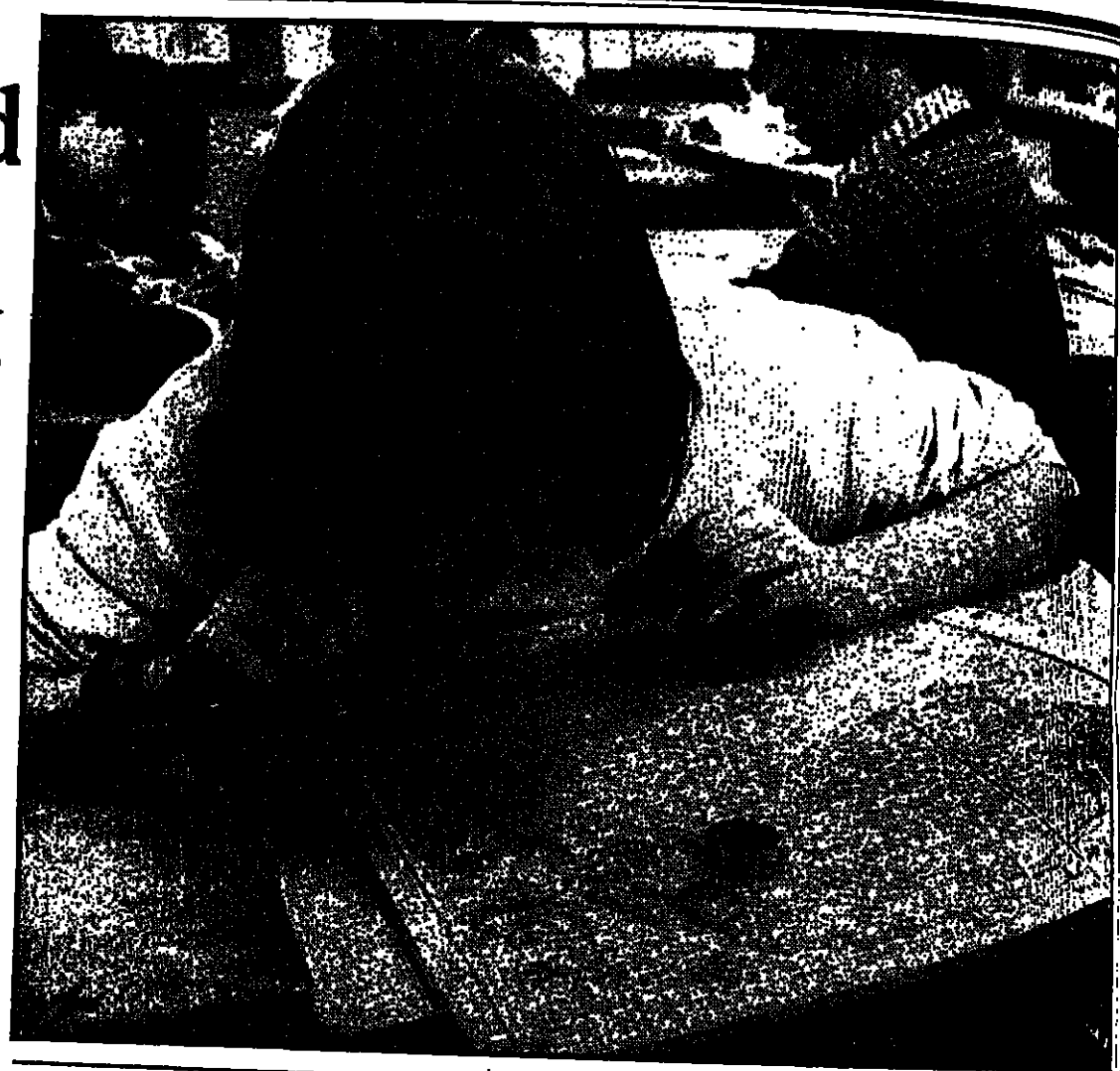
If children are to use these important tools to present, interpret and enhance their work, some meaningful structure needs to be understood by teachers. All too often assumptions about children's level of mapping skills are made and the result is superficial work which is poorly understood and leads only to confusion in the pupil's mind.

For example, I recently saw 12-year old children making a study of Australia - many aspects of this project were well within the grasp of this group but the problems they laid in terms of mapping were almost as large as the country itself. Their concept of scale was poorly developed and so, as with many of us, the small class atlas which showed the map of Australia with a scale of 1:27 000 000 was ineffective in giving an idea of the vastness of that country. Obtaining larger scale maps of all the territories and spreading them end to end on the classroom floor begins to bring home the point but far more fundamental is the child's previous experience of scale.

This experience starts in the Lower Junior class with the making of simple plans of objects and the classroom and using very large scale plans of, for example, the school. It is surprising how many children have not used plans of their own schools and houses - it seems to me to be an essential experience; leaving out such exploration of space, direction and scale is rather like omitting a hammer and screwdriver from a tool kit.

From the use and devising of simple plans and maps the next logical step is to large-scale professionally produced maps of the child's local environment - the 1:1250 and 1:2500 maps which are such a rich and valuable resource. These maps show children their own houses, shops, leisure centres, parks, etc. and can generate a term's work in humanities without once giving out thirty copies of "Camford's Geography Book 4".

The next map in terms of scale and in a graded development of geographic concepts is the 1:50 000 (the old 1-inch



maps) which begin to locate towns and villages in relationship to each other. Yet, paradoxically, these are often absent from schools, their place being taken by the class atlas. What disaster some of these have turned out to be. Often difficult to use, trying to cram in every country in the world, changing the scale or projection almost by page, throwing in demographic maps of the world on a double page spread and in general confusing their users. I suppose tracing Europe and colouring the sea blue keeps everyone quiet for an afternoon but it has not got much to do with developing geographic skills and ideas. The scale on the map of Australia, 1:27 000 000, is a big jump from the Ordnance Survey 1:50 000.

Of course, children in the middle years need to be introduced to maps which relate Great Britain to Europe and the world and to the idea of the Earth as a globe. I even believe that the study of other countries can include some meaningful map work - but the foundations must be laid for such work by developing the hierarchy of mapping concepts and skills and the wider skills of graphicacy, otherwise we run the risk of our pupils standing bemused and bewildered before the map of the London underground wondering what "You Are Here" really means.

DW Playfoot is head teacher of Uplands Middle School, Sudbury, Suffolk.

Welcome extracts

Mapwise. Understanding maps and diagrams. By Roger Robinson and Ian Jackson. Longmans £4.95. 0 582 22390 3.

GCSE will undoubtedly continue the trend towards data stimulation exercises which has been emerging strongly in other recent examinations. This concentration on graphicacy needs to be recognized and prepared for. Hence this book is welcomed, especially as it is directed at GCSE mainly through use of Ordnance Survey map extracts.

First, map reading skills such as understanding the language of maps, drawing sections, finding references, unravelling relief and map interpretation are examined. Then there follows a section on recognizing different types of diagrams, maps and data. Finally two pages of GCSE style questions are given with a mark scheme.

Though the book contains most of what we need to know and it has the considerable advantage of 16 full colour O S map extracts it seems badly designed. The print is far too small making the text look squashed. The

compression of information, constant cross-referencing and over-use of the numbering system gives an overwhelming start. This will be a difficult book to use at least for the first 47 pages. Regrettably, the photographs are often poor or poorly reproduced.

The bunching of O S map extracts all in one place may be convenient in the printer but not for the user. For example, in the section on map interpretation when discussing background geology we need the relevant map extract to appear alongside the outline sketch. The section on diagrams, maps and data is much more usefully arranged with a more interesting and flexible format. However, there seems a dichotomy between mere identification of a range of diagrams, maps and data and explaining to the pupil actually how to construct these.

Despite the undoubted value of the book and the excellent intentions of its authors one wonders how the teacher can fit a course using this book into an already overcrowded timetable. The character of most GCSE syllabuses requires the graphical parts to be hand-in-hand with the rest, so that, for instance, systems would be treated when the farmer's system was introduced; population pyramids would come perhaps in Third World or Population sections. More information might have been given in the book to assist teachers in its usage.

Bryan Walter

Overview

Systematic Geography. By Brian Knapp. Allen and Unwin £9.95. 0 04 910080 7.

At first sight 539 pages of geography text seems a daunting prospect, but here is a concise text offering clear explanation of geographical themes. The aim of the author is to produce an outline overview of people and their environment, developing a theme through the book that people are more and more shaping their environment rather than being dominated by it.

The author has divided the book into sections. He deals with physical geography themes under headings of Earth, Atmosphere, Water and Slopes. Obviously aimed at A level and post school students, these sections are enlivened by carefully drawn maps, diagrams and black and white photographs. Sections on the Warm Environment and the Cold Environment attempt to set man within the context of these, and while this may appear a major task the main aspects of the subject are well covered.

To attempt a comprehensive geography text is a very brave move, but one which has paid off. The author is clearly aware of his remit and has produced a traditional textbook which will be of immense use in a department as a reference. The book is also far reaching enough to be a definitive text for A level students. It is a pity that the book is not available in paperback.

quately covered.

The latter half of the book concentrates on human geography by looking at population in terms of distribution, change and migration. Up to date statistics (up to the 1981 census when considering Britain) are used to complement the text and are integrated in a carefully instructive manner. Population studies are followed by a look at urban activities and settlement patterns; the urban activity section provides a balance of economic geography which is too often neglected in school syllabuses. The author uses a wider variety of examples found in school texts. Cairo, Nairobi, Calcutta and Bogota provide a width of study which would allow students to make wide comparisons between continents. The book concludes with a very useful revision summary of each chapter outlining the main points.

To attempt a comprehensive geography text is a very brave move, but one which has paid off. The author is clearly aware of his remit and has produced a traditional textbook which will be of immense use in a department as a reference. The book is also far reaching enough to be a definitive text for A level students. It is a pity that the book is not available in paperback.

The Geography' Schools and Industry Project

Economic activity and the community

GRAHAM RANGER

A previous article in *The TES* (December 1986) described important features of the Geography Schools and Industry Project - its contribution to pupils' economic understanding through active learning, the involvement of adults other than teachers, and effective evaluation of the curriculum process. This article describes a unit developed by a geography teacher working with the Project which illustrates these features.

This unit formed part of a GCSE Humanities course for a mixed ability fourth year group of pupils. The unit was part of a module on People and Work, lasting for one term. Prior to the hospital unit described here, the students had used a similar approach to study the operation of a major manufacturing industry, the Austin Rover car plant at Cowley.

The unit focused on the Churchill Hospital in Oxford, and the overall aim was to examine the links between an economic activity and the community. It consisted of an eight-week programme of lessons, two lessons per week, each of one hundred minutes. One of these lessons each week was based at the hospital and the other in the classroom.

A hospital was chosen because as a service industry it has direct links with all members of the community, including the students involved. The Churchill was selected as it is less than half a mile from the school, and in particular, the Personnel Officer had expressed a desire to become involved with the programme. The link with the Personnel Officer was essential: not only was she involved in all the stages of planning and preparation but also in helping design and implement a range of activities for pupils, and in helping to evaluate the whole unit. Thus the programme evolved quickly into a pattern: the first session of each week saw the pupils actively involved in discussions and activities at the hospital, with the role of the classroom teacher being minimal; the second session, based at school, was the time for individual and group feedback, writing up, as well as for looking ahead and preparing for the following week's activities - this session was sometimes taken by the geography teacher and sometimes by the Personnel Officer.

Enquiry-based learning was used throughout. The pupils were continually involved in the preparation, execution and evaluation of the scheme of work. In order to encourage this approach, the work was structured around a series of key questions (below) adapted from the GSIP theme "Economic Activity and the Community". The aim throughout was to enhance pupils' economic understanding and to make the students' school curriculum more relevant to the world of work.

1 What are the links between the hospital and the community?
2 What are the benefits and costs associated with the hospital being located in the community?
3 Why do any changes initiated by the hospital influence its community links?
4 How ought the links between the hospital and the community to be managed?

The main elements of the hospital-based part of the programme are described below.

Week 1: Settling the Scene
A five-minute outline of the hospital's aims and objectives was given by the Personnel Officer. This led us into a 20-minute groupwork session run by one of the members of the management team. Investigating "What is a Hospital?" "Cook's Tour", which has blighted and restricted so much geography-industry work in the past, was confined to a profitable half-hour visit which enabled the students to get "feet" for the place, and also to take a brief look at the various departments to which they would later be placed for shadowing (Weeks 3 and 4). The second "continued" with a "video" designed to show the hospital in the context of the NHS. A 10-minute question and

answer session with three of the hospital staff ended Week 1.

Week 2: Working in Hospitals
The aim of this session was to examine the nature of employment in the hospital. The session was directed by the Personnel Officer. The students identified a number of job vacancies from the hospital circulars. In addition to the "small ads", full job descriptions were then made available to the students. They chose a particular job to apply for, and then the application forms were issued. Each student completed the form with the Personnel Officer acting as a resource to be tapped when difficulties arose. After completion, individual interviews were carried out between the student and the Personnel Officer, or the student and the teacher.

Weeks 3 and 4: Placements
The aim here was for the students to experience and learn about the work of a particular department by participating in and observing work taking place, as well as asking questions. These two weeks represented the high points to most of the students in terms of enjoyment. Many of the departments which were visited briefly in the initial tour, plus others, were now examined in greater detail. Students on an individual basis were attached to one department each week, and were briefed to workshadow one member of that department.

The feedback from these sessions was very positive, partly because the students themselves chose the departments in which they were placed, and partly because, through working alongside one individual only. A huge variety of workshadow experiences were gained, from surgical and non-medical in nature. These ranged from catering, the general office and the telephone exchange to Immunopathology, the Radiotherapy and Renal Workshops. Contrasting departments were chosen by the students for each of their two placements.

Week 5: Technology in the Hospital
Potentially this appeared at the outset to be a fascinating subject with much for students to see and appreciate. In the event, however, it was probably the least successful session. Our evaluation showed that the activities planned for the students were less involving than in other sessions (a tour followed by a talk from an X-ray technician) and that the talk itself, which would have been fascinating to most adults, was overpitched for 14-year-olds.

Week 6: Financing the Hospital
The Unit Accountant directed the week's activities. The aims were:
(1) to enable the students to understand the importance of finance in

the running of a hospital;
(2) to explore the role of management in making decisions which have financial consequences;
(3) to develop problem-solving skills within this context by posing a genuine financial problem.

The class was divided into groups, each group representing the management team. Background information was provided and five problems were presented to each group. Problems were of a realistic nature, for example: "You are faced with having your next year's cash reduced by your over-spending this year of £150,000. What can you propose to curb your over-spending this year?"

Students stayed in their roles for the reporting-back, plenary session.

Week 7: Managing the Hospital
Since management is achieved by a group effort under the direction of the Unit General Manager, a group role play was favoured. A management problem was devised: "The Unit Executive has just been informed that a surgical ward has to be closed for a period of six weeks for building improvements and redecoration in approximately two months' time. Decide what action needs to be taken, who else needs to be informed, and plan the programme leading up to the closure of the ward."

In this exercise, the students found that some roles differ in terms of priority (for example, the Accountant's priorities are different from the Personnel Officer's), and therefore potential conflicts exist which need to be reconciled in favour of consensus. Week 8: Any Questions

In this, the final session, the students devised their own questions to put to a panel of four members of the Unit Executive. This was a particularly valuable session to highlight any issues which had not been mentioned, and to clarify and enlarge upon others. Every student asked at least one question, and all were answered frankly. Questions raised covered all kinds of issues including: "Is it ethical to do private work in a state hospital?" and "If catering was to be contracted out externally, would staff-patient relations improve?"

The GSIP theme and key questions provided take-off points for our work. They were used as a broad guideline. The Project's philosophy of using Adults Other than Teachers (AOTs) alongside teachers and pupils in the planning, development and evaluation of activities designed to enhance economic understanding was seen as vital. Twenty-two AOTs were involved.

Graham Ranger is head of Geography at Cheney School, in Oxford. Further information about GSIP is available from University of Oxford Department of Educational Studies, 15 Norham Gardens, Oxford OX2 6PY. Tel: 0865-274024.

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EXTRA

Trough ends, corrie lips and large erratics

"They'd never see this at home!"

I was, said the head of geography, a high energy environment. This was more than could be said for the willing youngsters who had staggered up to 7,000 feet and looked exhausted.

But it was breathtaking, high in the Alps above the Rhone Valley, Switzerland, surrounded by fairytale peaks. We were standing, the head of geography informed us, in a hanging U-shaped valley. "It's a squashed environment," he went on. "All the rocks have been squashed one way." This was a mere 25 million years ago when the European plates pushed against the African plates and something had to give - the Alps were crunched up. In geological terms, however, they are mere babes - after all, the rock of Shropshire and Leicestershire dates back three thousand million years.

"This is a very unstable environment," continued the head of geography. "These mountains were only recently thrust up and earthquake activity still occurs." He pointed to the evidence of mass movement all around us. The valley slopes had been cut away by glaciation and we were surrounded by rock falls and landslides.

"Heavy rain would cause torrential mud flows," he said and recounted enthusiastically how the river brings silt and debris down at high velocity and has cut a 15 metre gorge in the valley floor. "This is post glacial erosion and it's still happening. Active mountain building," concluded the head of geography.

We stood nervously in the brisk Alpine wind gazing at the frost-shattered peaks of the Grand Muvver high above us, thinking how much more exciting it was than Shropshire and hoping it would all keep still for a

JANE LAST

few more days. "Draw a sketch," ordered the head of geography and immediately 41 pens were busily mapping out trough ends, corrie lips and large erratics. "Identify as many features as possible," he commanded and scree, bare rock and nivitation (snow patch erosion, of course) were scribbled in.

As we walked back through the meadows the changing story of life there unfolded. The cows still move up to the high pastures in summer but the farmers no longer do. The milk is piped down and the cheese is made, but down in the valley, now electric fences, rather than shepherds, control the cattle and tourism has brought influxes of skiers to the area and a thriving economy.

This was real living geography. And this was why Dr Michael Brown, head of geography at Sevenoaks School, had brought 41 pupils here for their field study.

The Rhone valley, it seems, is a geographer's paradise. I soon realized that when Tony Theaker, geographer and head of Sevenoaks Junior School, gasped "What a wonderful view!" he wasn't admiring the picturesque scenery as we lesser mortals do. He was referring to the "lovely intensive farming system" and the "settlements on alluvial fans" (the whole valley was an alluvial infill, I was assured). He was admiring the way the river had been controlled, transforming a marshy wasteland flooded for many months of the year earlier this century, into a highly fertile valley. There was no wasted land - just classic intensive

agriculture laid out neatly, Swiss style. This, he declared passionately, was recent geography.

After seeing the results of the gigantic glaciers which gouged out valleys in the distant past, next day we went to see one still in action. We followed a charming narrow path up through the forest, stopping every few minutes to admire a post-glacial gorge or some other geographers' delight and do the inevitable sketch. Finally we rounded a bend to see the great snout of the Tricent Glacier filling the whole valley, huge, scarred and gnarled with crevasses.

We crossed the boulder field up to the monstrous nose where pens scribbled furiously immortalizing the phenomena in 41 school notebooks. The ice gleamed milky blue from the crevasses, and thousands of tiny waterfalls spiralled down through the great body as the glacier released itself into the river gushing from its snout in a torrent of meltwater - rain that fell thousands of years ago.

Later we visited the Gorge du Tricent where the meltwater had cut 200 metres into the jagged rock, in places just a few feet across. "This environment is exciting," said Dr Brown, explaining the benefits of the field study back in our hotel in the Alpine village of Oronnaz. "They've never seen anything like it in England - the active nature of the physical environment, with glaciation, landslides, gorges, avalanches, fashioning the landscape in a dramatic way."

"And there is the value of the fieldwork in itself and the techniques employed. It reinforces what we teach in the classroom. It's difficult to appreciate what a glacier does from a textbook. Now they've seen it. And this is a perfect place."

Here one can gaze over the Rhone valley and see the nature of the landscape as a resource laid out before one's eyes, the uniqueness of Alpine agriculture and the isolated settlements. One can appreciate the interrelationship of the dramatic scenery, the physical high energy environment and human activity. "Man in Switzerland has successfully adapted to hostile conditions," said Dr Brown.

The students concentrated on human geography for a day. We dropped them off in small groups, equipped with maps, and instructions to make



their way across the Rhone valley completing a land use transect and a functional survey. Party leaders retired to a cafe by a fountain under leafy trees in the cobbled streets of Sion. It was extremely pleasant.

They should, said Dr Brown, get better A level grades because of the trip. "It's making them use examples. The best answers are those which utilize field work examples." "This makes it all much clearer," said 17-year-old Caroline Moore. "I can visualize it now. The glacier still didn't look real until I actually touched it. Now there is a picture in my mind."

"How magnificent," said the head of geography back on the coach as he

noticed, not the rich green meadows and tall pines, but the way the vines stretched high up the south facing slopes while north facing ones were forested. "Aspect," he pronounced. The land speaks to geographers in a different language, I mused, they interpret it with an added dimension. On our geography field study a wonder was revealed at every turn, summed up, as often as not, in the intellectual geographic term - "Wowee!" "They'd never see this at home," said the head of geography.

Geography Field Studies, Schools Abroad, Grosvenor Hall, Bolnisi Road, Hove, East Sussex, TN3 1JH. Tel: (0444) 459011.



Blanket approach

Geography 10-14: Landforms in Britain. By Michael Waller; Europe. By Paul Guinness. Macdonald £3.50 each. 0 34 56 11389 2 1391 4.

This is an attractively produced series, each book containing 48 pages with colour illustrations as well as a wealth of black and white plates. Interesting and well-chosen topics are dealt with as a two-page spread unit. There are simple, lively exercises for each unit and a glossary at the end of the book.

Landforms in Britain introduces work on Limestone Uplands; Dartmoor; a granite upland; the Fens; Snowdonia; Scotland's Great Glen; Lowland Escarpments; the Thames Basin; Rivers and People; the Fens and coastal areas. Europe compares the way of life in the West; the EBC with its Butter Mountains and Wine Lakes; Comcon; Multifunctional Coun-

penies; high unemployment; migrant workers and various environmental problems including acid rain, Mediterranean pollution and French National Parks under pressure. Special attention is given to the Mezzogiorno, Randstad and Lapland as problem areas.

The reference to all illustrations as "pictures" may be convenient but it is unhelpful. With Landforms much of the work may be suitable for 10-year-olds but it does not cater enough for 13 and 14-year-olds, especially in the river work. The book is not self-contained and continually keeps asking "if you have a rock collection... if your school has a sand tray... if there is a quarry near you... if there are any limestone caves near you... find some pictures, etc. This may be useful to promote investigative work but it does not make the book easy to use in the classroom.

Europe is rather more self-con-

tained and has an interesting, valid selection of topics but in the end do they only convey an impression of Europe? The vocabulary is more advanced being more suited to the 14-year-olds. A number of maps are without scales. There are, though, some useful, direct exercises.

The main fault with this series is attempting to cope with the age range 10 to 14 in the same book. It is better to have a graded series. For example, when does the teacher actually use these two books? Are they just to be kept as reference? If textbooks, in what order do you take them? Indeed, since each book is not perceptibly graded within itself how do you tackle it? More advice on these points would be appreciated by the users and a better targeted series related to ages within the scope of 10 to 14 would have been an improvement on a blanket approach.

Bryan Waites

EXTRA

To the geographer it is the distribution, spread and effects of disease which are crucially important. It is hard to know where to draw the line; to say what is relevant and what is irrelevant, although it is clear that he should not be directly involved in medical details except where these may be instrumental to the spread, incidence and effects of disease on man, animals and vegetation.

Was the spread of malaria a contributory factor in the fall of the Roman Empire? How far did the rat bring about the decline of the High Middle Ages? Did Napoleon lose the Battle of Waterloo because he had stomach cancer? Is heart disease more likely in soft water areas? Can high lead content in rocks be associated with multiple sclerosis? Does the radioactivity emitted by granite have an adverse influence on people living nearby?

Specialists in history, geography and contemporary affairs have a growing interest in such vital issues and medical specialists have been developing a valuable spatial awareness in the battle against disease.

The term "Medical Geography" appears to have been used first by Dr Alfred Haviland in his pioneering *Geographical Distribution of Disease in Great Britain* (1892), though maps of the geographical distribution of disease appeared first in Berghaus's famous atlas of 1837-48. Shortly after A. K. Johnston and A. Permann produced the *Physical Atlas of Natural Phenomena* (1848) and in 1852 the latter published his "Cholera map of the British Isles showing the districts attacked in 1831, 1832 and 1833". As E. W. Gilbert has shown, local reports for cities like Oxford, Exeter and London included disease maps. Indeed, there was a cholera plan for Leeds as early as 1833. The health reports for Leicester in the middle and later years of the 19th century contain splendid maps and diagrams illustrating the distribution of disease relating to its climatic, relief, geological and drainage factors.

The famous detection work of Dr Snow in Soho resulted in his map of



"A court for King Cholera" - Punch 1852

Medical geography

The new frontier

BRYAN WAITES

pioneers such as Jacques May, Dudley Stamp and O. M. Howe. The latter's *National Atlas of Disease Mortality in the United Kingdom* (1963) being a landmark of geographical enterprise to be followed by his *Man, Environment and Disease in Britain* (1972), *Environmental Medicine* (1973) and *A World Geography of Human Diseases* (1977). The work of Andrew Leamonth has been outstanding in recent times and

his viewpoint is given in *Patterns of Disease and Hunger* (1978). The work of Neil McGlashan in his *Medical Geography* (1972) and, with J. R. Blunden, *Geographical Aspects of Health* (1983) have been important landmarks.

Gerald Pyle in his *Applied Medical Geography* (1979) emphasized the new dimension "mental illness, like other social problems, fits into the ecological structure of the city" following on from the work of Faris, Warren, Levy and Rowitz. This aspect of urban stress is

being closely investigated in this country by J. A. Gigg of Nottingham University.

Resources for the study of health and disease are growing daily and many are easily accessible. Publications of the World Health Organization are helpful on the national and international scale; *DISS Annual Reports, Health & Personal Social Services Statistics; On the State of Public Health and Research Reports* contain valuable information often very visually expressed. HMSO publications such as *Digest of Environmental Protection & Winter Statistics (DOE)* give details of environmental pollution, etc. Additionally, local authority health reports still form a valuable source and the collection reaches back into the 19th century.

As a teaching topic medical geography has several advantages. It is relevant to everyday living and dying. It is intrinsically interesting with a drama and vitality in-built providing a good starting point for teachers. Dealing as it must with harsh realities it brings its own seriousness of approach. The study integrates subjects such as history, geography, biology and sociology and it is focused around "problems" on the local, national and international scale. The materials for study are unusual, often exciting. Many new discoveries in this field add constant interest and variety. Important associated moral issues give added impetus to discussion. It is not merely a question of arid, decided fact but rather the changing struggle of living things in their environment. There is room for diversity over a wide field.

Daily references in newspapers, radio and TV give contemporary value to the study and may range from an outbreak of foot and mouth disease to the Chernobyl disaster or provision of medical services in your town.

In the eternal search for new GCSE coursework projects or A level studies the teacher may find refreshment in new ideas from medical geography. What is practicable?

Medical services (hospitals, doctors, surgeries, clinics, dentists, chemists)

continued

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EXTRA



Cholera vaccination in 1893

The new frontier

can be mapped in the past through directories and in the present by fieldwork. OS maps, town plans and directories. Accessibility to residential areas can be studied and by using Health Reports such services can be related to deaths from various causes, epidemics, and disasters.

Find the catchment area of local hospitals. How accessible are they by car, bus, train, walking? Work on timetables to produce frequency and accessibility diagrams. Question patients about their opinions on access. The spatial diffusion of services in an area over time would be worth working out. Hospitals are usually distributed in an hierarchy from small cottage hospitals to city infirmaries. Can you investigate this and recommend a policy for medical care in your area?

How far does minor relief/slope/access/circulation influence the handi-capped in your environment? Are there special problems? Could you

make a map for a blind person to use? What about occupational diseases? Are there any industries in your area which promote medical problems? A factory study related to work hazards considering safety regulations and health aspects could be useful.

Welfare and social provision might be another topic. The recent distribution of EEC butter, cheese, milk and beef is an example. What centres were used, how effective were they, what people came and from how far away, what types of people came? All this could be plotted.

Airports, ports, cattle markets, fish and meat markets could provide the basis for studies in terms of operation, distribution and use illustrating particular problems related to health and disease.

Air pollution, the noise environment, offensive trades, traffic congestion, factory noise, roadworks would repay study. Can you plot a particular noise sphere of influence using a sound meter? What about making apparatus to test air pollution?

Many more topics are possible and readers can refer to *Environmental Geography: a handbook for teachers* edited by Keith Wheeler and Bryan Waites (Hart Davis Educational, 1976) for more details. The international topics relate to items like survival in hostile conditions, migrations, settlements, case studies of the spread of cholera or the influence of disease on the siting of a major city like Calcutta are among possibilities. Disease, along with water, food and shelter is one of the most fundamental factors in man's existence. Ultimately it has a critical influence on the world population explosion and cannot be ignored since its effects are so widespread and long lasting. It illustrates the need for co-operative and international action and it is likely that the science of the unknown in future will be increasingly concerned with the incidence of disease and with the healthy well-being of people in both the developed and developing world.

EXTRA

Geography from 5-16 - RSVP

Trying to be positive

DAVID WRIGHT

Don't be put off by the nasty cover of this little book. The claret stripe sandwiched between faded shocking-pink looks like yet another reject British Rail colour scheme. The inside is better. But if we ignore the packaging and look at the price - will many people buy 56 small pages for £2.50? If they don't (and they won't), much of the point of the booklet will have been lost. This is because the HMI have included a very important and very welcome concept that was missing from earlier booklets: "Geography from 5 to 16 is a discussion document, and the Inspectorate would welcome your comments and suggestions on it and the issues it raises." In previous books from the HMIs, there has been no suggestion of dialogue. So, although there is no indication of what will be done with our comments and suggestions, we can at least feel mildly pleased that our ideas are welcome.

On opening the book, it looks dull. Words, words, words... a pity since geography is such a highly visual subject. There are occasional claret-coloured dots, which presumably add greatly to the printing cost, but they don't really brighten the pages. No colour blobs and more free copies to those involved in education now or in the future might have been a better policy. As it is, student-teachers are apparently expected to buy their own copies, and they can't afford to.

The book begins with 10 "Aims of Geographical Education from 5 to 16".

a vague sense of guilt that we have not digested and acted on these aims and objectives.

But we must try to be positive. What can we tell the HMIs that we like about their book?

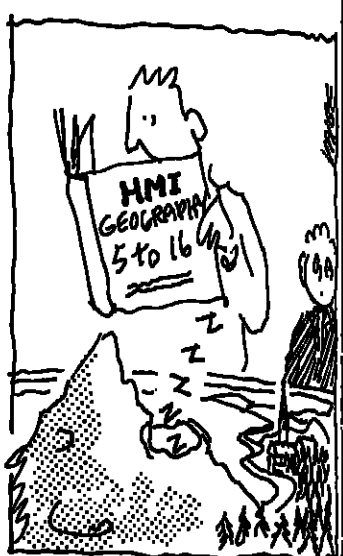
1 "To help pupils..." All ten objectives begin with the words "to help pupils..." So the book is pupil-centred, despite its ponderous phrases. Too much writing on education seems to forget that the main purpose of schools is to help pupils. 2 "What do we feel about the place?" (page 14) There is, at last, a recognition that feelings about places need to be encouraged and explored. But why does this item only appear in the primary school section? Feelings should not be left behind on entering secondary school.

3 "To help pupils to develop..." a sensitivity to cultural and racial prejudice and inequality (page 27) Geography teaching should be at the forefront of work against prejudice and injustice. Until now it has too often been in the background, or totally absent. 4 "The treatment of controversial social, political and environmental issues in Geography" (page 29) The HMI booklet is unequivocally in favour of tackling controversy. This will be useful to quote next time we are warned "Keep Off". And they give us a list of helpful questions to consider in our handling of controversial issues.

5 (The booklet) "sets out a framework within which each school might develop a geography programme appropriate to its pupils" (from the Preface) This sounds bland - but it isn't. The HMIs are clearly in favour of geography teachers planning their own syllabus for their own pupils in their own environment. There is NO "national curriculum" in this booklet. Either HMI or HMG are going to have to climb down, and I hope that the HMIs win.

I tried hard to find more things to enthuse about - but by the time one has ploughed through the verbiage and all the long and complex statements that older pupils can go further than younger ones, there was not much left to rejoice over. I then asked myself what was missing. I identified five elements that seemed almost absent:

1 The money. Geography teachers are short of money for textbooks, for fieldwork, for blackout, and even for overhead projector pens. Syllabuses must be properly funded to make them work, and the HMIs are ducking out a crucial issue by not saying that those high ideals need more money. 2 The kids. There are lots of vague phrases like "pupils are likely to be interested in..." and "The experience which pupils gain..." But the real world of pupil enthusiasm and boredom; of cheerful co-operation and deliberate disruption seems light-years away. A book about teaching needs to be a book about real pupils, too. The moments of insight, when the pupils come up with a new idea, are among the most valuable moments in the classroom. Our teaching could encour-



age such insights. The HMIs could encourage us to think this is worth while, but they don't. 3 Motivation. The question of pupil motivation needs to be highlighted in this booklet it is almost absent. The long case-study on "Manufacturing Industry" may achieve great things for progression, comprehension, logic and accuracy - but industry still looks as boring as ever it was. We need ideas to turn pupils on rather than off, and the HMIs are not helping us. Unless they tackle this issue they will have a big problem in motivating the teachers to be interested in what they say.

4 Recent relevant experience of school-teaching. HMIs do not possess this ingredient: they are too busy. Teacher-trainers also used to be "too busy" but they have been told that they must make time for regular teaching of children. Those who have "taken the plunge" now have a new realism and relevance in their work. If HMIs took the plunge, too, they might write booklets about the real needs of real pupils.

5 "Geography teaching for a better world". This concept is totally absent from the booklet. Australian geographers have produced a whole book on the subject. HMIs do not even admit the possibility. The phrase "To help pupils act more effectively in the environment" is included in the objectives - but the elaboration of that idea is largely selfless. The higher ideal of improving the environment and the world for the sake of other people is hardly acknowledged at all.

My conclusion is that we must welcome the booklet, even if much of it is dull, bland and remote from pupils. Between its covers, we can find many things that geography teachers value. This booklet can give a boost to our self-confidence, give us some quotable quotes if we encounter reactionary people. There are even some ideas which can make our work more worthwhile and more enjoyable. As the threats of an imposed curriculum have receded just a little - we can certainly be grateful for that. Finally, we must value the invitation to discuss the issues the booklet raises. It will make a good agenda for the next in-service day.

David R Wright is a lecturer in the University of East Anglia, Norwich.

Routine work

Steps In Geography. By Dick Bateman and Fred Martin. Book One: 09 167581 2; Book Two: 167591 X; Book three: 167601 0. Huthobinson £3.75 each.

The introduction of colour on half the pages is the main change in this second edition of *Steps In Geography*. Otherwise it has altered little apart from the up-dating of most of the statistics. It is intended as a geography course book for the first three years of secondary education.

The format is the popular A4 double-page spread with information on the left hand pages and exercises on the right. There are a further 10 pages of copyright-free re-copied exercises at the end of each book. Far too many of the exercises in this series require a

relatively limited response such as completing words, filling in spaces in sentences, choosing the correct answer from two words, matching definitions and copying maps, diagrams, charts and cross sections. Most pages also have more challenging and/or creative work.

There are numerous maps, diagrams and pictures, which are largely well chosen and integrated with the text. The general layout is attractive, particularly the colour pages, though it is disappointing to find more than twice as many drawings as photographs, and too many of the drawings include cartoon figures.

Books one and two focus on the major skills and themes of geography, while book three studies Britain and the world on a regional basis, with some attempt to highlight issues in the

news. Much more depth could have been achieved if there had been a concentration on either the regional approach or the thematic approach.

All the books are aimed at pupils with a reading age of 10. According to the publisher's publicity leaflet, the authors have experience of teaching the less able, and through the series some attractions for use in individual ability classes. It fails to provide enough depth or challenge for average or above average pupils. The books do not promote the issue-based enquiry strategies stressed in the recent HMI document, *Geography from 5 to 16*. Instead they provide relatively routine work that will help to keep a class busy without much effort on the teacher's part.

EXTRA

Syllabus planning: the aftermath of Geography from 5-16

In three dimensions

DAVID HALL

The publication of *Geography from 5-16*, has considerable implications for syllabus planning. It follows the principles of planning and design set out by the key document "Curriculum 11-16" unhelpfully listed as No 2 in the series.

The Geography booklet refers to the two perspectives which are regarded by Matters 2 as essential and complementary in the design of an overall framework for the curriculum: the "areas of learning and experience" and the "elements of learning". A number of essential issues which are not usually subjects are also identified by Matters 2 and labelled "cross-curricular". The subject booklet picks up most of these, and argues that geography can make a significant contribution to environmental education, political education, information technology, and economic awareness and understanding, and support the principles of equality of opportunity and the avoidance of bias in the treatment of gender and of race.

In consequence in planning a syllabus a geographer has to think in three different dimensions: upwards to negotiate a slot in the matrix of the school curriculum at the level of structure, outwards by considering the manner of its integrative contribution to the cross-curricular policies of the school, and internally as a coherently conceived subject programme. In sum, it is no longer a matter of following the conventions of the postwar period of identifying content areas in physical, human and regional geography, of practising basic mapwork skills for their own sake, or of translating concepts treated in higher education into a form suitable for classroom transmission. The whole basis for planning shifts away from the academic elements of a subject discipline, however defined, to the much broader setting of the learning which is deemed to be worthwhile educationally in the culture of the school and its society.

The first task is to analyse and evaluate existing practice against the general aims and objectives of the school as stated in the prospectus. This has been undertaken at both school and L.C.A. levels in response to Government Circulars 6/81 and 8/83, and in places has been followed through to a review of aims and objectives at faculty level. The procedure usually follows a model generated by teachers, advisers and HMI involvement with the so called "Red Book" exercise. Red Book 3 in Appendix 1 (B) lists the questions asked of heads of department about departmental objectives, how they were compiled, and how they might relate to the school's overall objectives. Departments are then asked how each of the four "elements of learning" (knowledge, skills, concepts, attitudes) function at each year level to achieve the aims and objectives they have identified. Finally the department places in rank order, and give an appropriate weighting on a scale of 0-8 for each year group, the contribution made by the subject to each of the eight (now nine) "areas of learning and experience" (aesthetic, ethical, linguistic etc).

Geography from 5-16 suggests geography's most significant contribution is likely to be the human and social people in Wales being miners. *Western Europe* text takes a country by country approach. The chapter on the Netherlands for example looks at polder reclamation, flooding, horticulture and industry at Rotterdam. The Swiss chapter covers transhumance farming, watchmaking and tourism.

The aim of the series is to provide basic knowledge, and any criticism of the content becomes minimal when set against the author's approach. The text is well presented and carefully split up by the many photographs and diagrams. Each chapter contains exercises designed to develop basic skills using pictures, statistics and maps. The questions in the exercises will allow individual pupils to progress at their own pace. Key terms are explained in the excellent glossary at the end of each book, where there is also a revision section. Teachers should find these books extremely useful as a skill base for less able GCSE groups and other slow learners.

The *British Isles* book is tackled through a very traditional regional geography: Scotland, Wales and Ireland each being afforded a small chapter. Such a remit means that only the most basic information can be relayed with the danger of reinforcing existing pupil stereotypes: people in

area, but at present responsibility still rests with individual schools to work out at the structural level a spread across the nine areas which can be seen to offer balance in curriculum design, to mirror school aims, and perhaps to be accessible for rational reappraisal by school staff and open to review by governors, advisers, parents and the local community.

So it is politically important for geographers to promote the standing of the subject inside the school at the management level of curriculum planning so that the subject is sustained inside the curriculum structure. Curriculum Matters 7 offers every assistance in the identification of aims/objectives where needed, and Matters 2 provides extended descriptions of the nine areas of experience as "a basis for further discussion in schools".

The second logical step is to formulate the criteria for syllabus content and the range of teaching approaches most suited to achieve the aims and objectives and the priorities implied by the "areas of experience" weightings. My own view is in sympathy with the guarded preferences expressed by the HMI in the emphasis on the "human and social" area of geography; it matches the sense of general educational aims in Matters 2 and opens the opportunity for geography to make considerable cross-curricular contributions mentioned earlier. It also endorses the relevance of a dynamic systems approach to landscapes sourced by first hand enquiry using scientific methodology in the collection and interpretation of data. Each major topic might be labelled under conventional headings, be it local environment, weather, urban development or the European dimension; but many topics would be issues-based so that key questions would span across the four elements of learning (knowledge, concepts, skills and attitudes). Curriculum Matters 2 is useful in its discussion of the elements, particularly skills (para 100 et seq) while the subject document (para 73) is particularly helpful in structuring an issues-based enquiry.

The syllabus should include guidance on teaching method. A decade ago the HMI were very reticent about making statements on pedagogy: how to teach was a professional matter conducted behind closed doors. Watergate has changed more than a Presidency. A content-based overloaded subject curriculum has produced teaching emphasizing the transmission of information, and if schools in the 90s are to achieve their stated aims, pupils must be engaged more actively in their learning whatever the subject being taught. The inclusion of method in a syllabus plan helps establish other more active modes (role play, discussion, creative writing, interactive computer program and spreadsheets, drama and landscape painting) as rewarding and enriching learning experiences. Again in these learning situations the cross-curricular aims sustain a strong presence and are

no longer mere exercises on paper.

Now the planning of a subject programme can be undertaken. Whether contents are described in terms of topics, issues, or regions, they would by implication be capable of development in terms of the indicated weightings of the "areas of experience", and extended in terms of classroom activity by reference to "elements of learning". A planning grid, based on the elements along one axis is familiar ground to those involved with GCSE; except possibly for a greater emphasis on attitudes/values, and a column of suggested teaching styles for particular phases of content. Along the other axis, descriptors might break with conventional analysis of headings into discrete/factual phrases (ie the school, an industrial complex, motorway networks, about geographical topics/issues/areas is dynamic entities or trends).

Following hard on the GCSE, the implications of Matters 7 in syllabus planning may be daunting, achievable perhaps only in greivous schools or where INSET opportunities are created without which the Entitlement Curriculum cannot be delivered. Para 80 of Matters 7 provides an agenda, and stresses that a teaching syllabus is not a fixture but a "working document". The author would like to hear from you if you have been brave enough to attempt planning on the basis indicated by the Matters series or the Red Books, or if you feel a national conference is needed.

Despite the timely appearance of Matters 7 and its promotion of geography as part of the Entitlement Curriculum, the general portrait remains uncertain, and even ugly in certain readings. The squeezing of syllabus with the inclusion of CDT in the core, the claims of computer studies, economics, health education, and careers, bring renewed pressure for a modular curriculum and the incorporation of geography into wide/alternative frameworks with or without subject programmes as they exist at present. I propose to examine this in a succeeding article.

'Curriculum 11-16: Towards a Statement of Entitlement HMSO, 1983

David Hall is lecturer in Education at the University of Bristol.

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Location series

Into Geography. By Patricia Harrison, Steve Harrison and Mike Pearson. Book 1: 0 561 667116; Book 2: 0 561 667124; Book 3: 0 561 667132; Book 4: 0 561 667140 (in preparation). £2.65 each. Teacher's Book 1 (covering books 1 and 2) 0 561 667159; Teacher's Book 2 (covering books 3 and 4) 0 561 667167 (in preparation) £12.95 each. Arnold Wheaton.

The fashion of the Seventies was the topic book for project use. The present decade has seen an increasing number of publishers launching new geography course books for junior and middle schools. *Into Geography* is a welcome addition to this range. Its format is familiar: large double-page spreads in full colour to present each topic. Each spread includes a variety of stimulus materials and arising from them a series of worthwhile assignments. The books are attractively presented, though there are only a few photographs, the rest of the illustrations being artists' impressions.

Most of the material concentrates on three main locations: Britain, India and the United States, with the content personalized around the lives of named children. Successive pages are often devoted to themes such as transport, homes, water, farming or weather.

er. While differences between these three countries are brought out, similarities are also stressed in a positive way and multicultural issues are handled sensitively and well. Special congratulations to the authors for including the study of Eskimo homes without mentioning igloos. Two useful sections empathize with a homeless family in Britain and introduce stereotyping.

The Teacher's Resource Book justifiably claims that much of the material with a UK location could function as an exemplar for similar activities in the local environment. This could work well for topics such as streets, homes, weather, plans and shopping. It would have been helpful, though, if the book had included more advice and support for staff new to urban fieldwork. For 64 pages, it is expensive, but is nevertheless well worth buying for background information and ideas, as well as for the 35 sheets that may be reproduced for classroom use. The pupils' books are also 64 pages. Books two and three are stitched, but book one is only stapled which is unsatisfactory for a book of this thickness; there is little doubt that the middle pages will start coming loose long before the books should be ready for discarding.

Schools with well thought-out schemes of work for geography may prefer to spend their money on relevant topic books, maps, slide sets, etc. They may find a few copies of *Into Geography* of value for reference, although there is no index. Otherwise the series is a good one with the content soundly based in appropriate skills, concepts and values.

Ralph Holmes

Systems approach

Fundamentals of Physical Geography. By David Briggs and Peter Smithson. Hutchinson Education £11.95. 09 160951 8.

The first chapter of this book deals with the geographical processes at work in one small valley in Derbyshire. The example is used as an introduction to the systems approach to the subject that the authors propose to adopt. For this chapter alone the book can be recommended as an advanced level reference text.

That the last chapter is called "Man and the Ecosystem" may suggest that the authors have lost their way during the 500+ intervening pages - surely "man" should be found integrated throughout. But this criticism is only partially valid. Any shortcomings in

this respect are almost entirely due to the vast scope of the book. It attempts to deal with the atmospheric system, the hydrological system, the landscape system and the ecosystem all at a level suitable for undergraduates. This grand ambition is adequately realized but at the expense of any panache or inventiveness in the writing. Just occasionally, in the chapters on the hydrological cycle, did I feel the urge to pull on my boots and actually get out into the field. Elsewhere the book felt rather familiar and close, very practical but not very exciting.

But it is easy to get carried away with the wish to see this book as something it clearly does not set out to be. As a comprehensive guide to the fundamentals of physical geography it contains all that can be expected. The diagrams are clear and the photographs suitably selected and sized. The book acts as an excellent guide to the terminology of the subject, with key words and phrases highlighted on their first appearance. The index is first class. The list of further reading is most appropriate to the needs of undergraduate students. It's just all a bit bland.

Graham Hart

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EXTRA

A Suffolk primary project goes down on the farm

This little piggy...

MARSHA HANLON

Two years ago Wendy Morgan left her teaching job in London's Redbridge and became head of the tiny Elmsett Voluntary Controlled Primary School in rural Suffolk. She is also one of the three teachers at the 70-pupil village school, and by now knows the neighbourhood better than most locals.

Her pupils are becoming knowledgeable about the area, too, thanks to Mrs Morgan's localized but wide-ranging project on Our Changing Landscape. The project isn't only about geography, but encompasses history, language and even art. On her classroom wall is a map of the village with the children's homes pinpointed (and sketched). Also on display is an old map of the village as it used to be. "I think it's better for young children to start by looking at local places," she says. "It gives them a standard to measure other landscapes."

As part of this project, she takes a group each term to a nearby farm. It's a mixed arable and pig farm, so there's a different activity for the children to experience on each visit. One term it might be planting the fields, the next it's coppicing and the third it's how pigs develop from birth to pork chop.

One morning last month, 23 of the second, third and fourth year juniors set out for the pig unit. Shod in wellies and clutching clipboards, they left the school for the half-mile walk to the farm. Wendy Morgan, wearing a "Geography is going places" badge on her coat, led the way. "How old is that house?" she asked, pointing to a 150-year-old cottage, and the children shouted out the answer. "I want them to see evidence of history on the ground," she explained, "as well as written evidence such as maps and old newspapers."

A lorry trundled along the narrow lane. "What's it carrying and where is it going?" asked Mrs Morgan. Most of her pupils knew it was carrying grain from the farm to the nearby mill. The mill, which employs some of the pupils' parents, was the site of a previous trip. Not only does its farming connection make it relevant to the project, but the mill also figures in a lesson on where parents work. "I want the children to look at patterns of movement," said their teacher. "Where people shop for different things is another aspect we can explore."

Richard and Matthew Hitchcock, the two brothers who own the farm, greeted the group. Matthew Hitchcock's own children attend the village school, and it was his offer, quickly accepted by Wendy Morgan, that initiated the visits. "I realized no one in the village knows about farming any more," he said.

The pupils had spent part of the previous day discussing pigs and pig meat, so were prepared with questions. As Richard Hitchcock rattled off statistics on breeding, feeding and



Mrs Morgan sports her "Geography is going places" badge as the party arrive at the farm gate

selling 210 sows and 11 boars, his brother advised him to slow down so the children could write down every figure. "After six visits from us, the Hitchcocks are becoming adept at talking to children," said Mrs Morgan. "They know their needs now and break the information down into small units."

The tour, carefully planned to take the group through the life cycle of the pig, began at the mating pens. "This is where we get them pregnant," said Richard Hitchcock, showing the children a row of narrow stalls which each held one sow. "After mating we tie them up," he added. "That way they get an equal ration of feed, and we can see if one is ill and not eating. He discussed how they test electronically for pregnancy, and applied an electronic device to one sow while the children took turns listening for the sound in the blood vessel which provides the information."

Then on to the next stage. "A few days before farrowing - giving birth - we put the sow in what's called a crate," said the farmer, explaining that if the sow wasn't tightly confined it might roll over and crush her young. There was cooing and aching over the newborn piglets, and most of the children moved in for a closer look. One was distressed to see an open sore on a sow's back, and correctly identified the cause; it rubbed against the bars of its crate whenever it stood up. Much was made of pigs lying in their own excrement, but some children quickly came to the pigs' defence. "They can't help it," one pointed out. "They've only got that little space."

The farmers demonstrated how the points of piglets' teeth are cut off so they can't inflict sharp bites while feeding. Some children were initially reluctant to watch, or even listen to the piglets' piteous squeals, but most even-

tually crowded around to see how it's done. Although the children kept up a steady stream of factual questions to the farmers (What do you do with the runt? Do the points on the piglets' teeth grow back?), their concerns about the pigs' well-being were expressed only to each other. Nor did Wendy Morgan raise this issue with the farmers. "I don't want to get into anything contentious," she said. "I want to keep the goodwill of the Hitchcocks so we can come back."

New patterns imply new methodologies and modes of assessment. Clearly developing a "sense of place" and acquiring an understanding of environmental concepts cannot be successfully achieved within the confines of the classroom. Consequently the National Criteria go well beyond stating aims. The assessment objectives specify "a first hand study of a small area which provides... opportunity for direct experiential learning."

Simply doing more fieldwork, however, is not enough. Too often given a field investigation package and given routine observations, the results of which are already known by the teacher, there are still too many teachers who believe that there is a body of knowledge that children must "know" regardless of their interests, their perceptual ability or the stage of learning they have reached. They probably see education in the environment in terms of a worksheet filled with "tasks". Too frequently students are plunged into what are, in process terms, the later stages of environmental learning.

A student taken from inner-city Birmingham and asked to make immediate sense of Snowdonia, or taken from Stow-on-the-Wold and deposited in the centre of Bristol, will perceive the new environments as most like a newly-born child. Even if they are not severely disturbed by the experience, they will gain only a fraction of the enrichment possible.

A reappraisal of field methodologies was considered by a conference of geographers, scientists and environmentalists, held in 1985 at Juniper Hall Field Studies Centre in Dorset. The general conclusion was that a student's outdoor experience should follow a process model summarized as awareness, knowledge, understanding, concern, responsibility and participation.

Awareness should begin with the personal experience of the student. Activities must be designed to sharpen sensory perception and to develop critical visual analysis, the conceptual framework of each individual, and the skills of communicating personal responses. Once awareness has been developed, the student will be motivated to acquire further knowledge about the environment through individual research or a group workshop.

The interaction of developing awareness and increased knowledge will lead to advances in genuine understanding of a particular environment, of people who interact with it and the issues that emerge from that interaction. This will give the student a heightened sense of personal concern.

From awareness to participation in the environment

Cultivating a personal concern

GRAHAM HAWKINS



Out on a Van Matre style micro trail, and below developing awareness of the environment through art

The National Criteria for GCSE Geography exhort us to develop "a sense of place" and "a sensitive awareness to environment". They also require us to foster knowledge about environmental processes, to develop an understanding of the interaction between people and environment, and to address the difficult areas of attitude and values with regard to environmental issues. Indeed the word "environment" or its derivatives occurs 22 times in the four-page document. Environmentalism is one of the major claimants on the curriculum today, and under that general heading come many competing pressure groups such as those representing heritage, conservation, ecology, the inner city, adventure pursuits, global education, political awareness, and youth exploration.

Such pressures must be considered alongside new trends in curricular thinking such as the move towards a common curriculum to 16-plus, the concept of entitlement, criterion referenced assessment, and societal pressures for more relevance. The survival of hallowed subjects is, therefore, not assured and their place in the curriculum has to be defended. Geographers, who embrace a field of knowledge including topics from beach pebble analysis to Renaissance town planning, too often forget that geography once had to struggle to gain a place on the curricular map. Fortunately many geographers are well aware of their own tenuous epistemological foundations and are willing to adapt to the demands of new curricular patterns.

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develop self-reliance and self-awareness.

The group of French environmentalists of the *découverte* school have pioneered a methodology based on a process model. The origins of the primary "classe de neige", "classe de mer" and "classe de terre", were residential camps of Van Matre, were residential experiences combining environmental and adventure education. The impetus to extend into the secondary age range came from a group of outdoor education teachers determined to broaden the educational scope of wilderness experiences and ultimately of inner-city experiences. The French methodology is concerned with an understanding of the "milieu". The first part of the learning process is to "discover" the milieu, to stimulate sensory perceptual responses and develop perspectives. Studies are then proposed and debated, hypotheses generated and research carried out in groups which report back, synthesize and evaluate the findings.

Art education has made a significant contribution. It heightens awareness and sensitivity to surrounding and encourages students to look at the environment in an analytical way. The Art and the Built Environment Project is based on the processes of experiencing, analysing and appraising in order to develop a sense of place, and preparatory techniques include "mental mapping", "sensory walks", and "social vision". Responses are essentially affective and by building a mental catalogue of environmental elements such as colour, form, texture, pattern, scale and harmony, visual and tactile values are developed. This is followed by the development of a critical facility through the enhancement of language skills. Once again participation is seen as the desirable outcome.

There are many quarters from which inspiration and practical ideas may be drawn when structuring learning in the environment. They include the Earth Education programmes of the American Steven Van Matre, the French "découverte" approach, the art education approach of the Schools Council Project, and the Southern Examining Group's new issue-based GCSE syllabus Environment.

Van Matre is particularly concerned with instilling basic ecological concepts in students, by using the environment to develop their motivation and awareness. He believes in the importance of starting where the students are and in the teachers creating exciting learning situations. His experiential learning programmes, such as Sunship Earth, are designed to suit an extended period of outdoor education, though they can be adapted for more conventional curricular use. During the initial stages of acclimatization, students are encouraged to explore their sensory awareness and to empathize with the environment through simple techniques of sitting alone quietly, and watching and listening. This phase is followed by exercises involving the discovery of the ecological concepts. Subsequently students embark on more exciting and adventurous activities such as the "Solo", a three-day trek in wilderness country to experience solitude and independence, find harmony with the environment and

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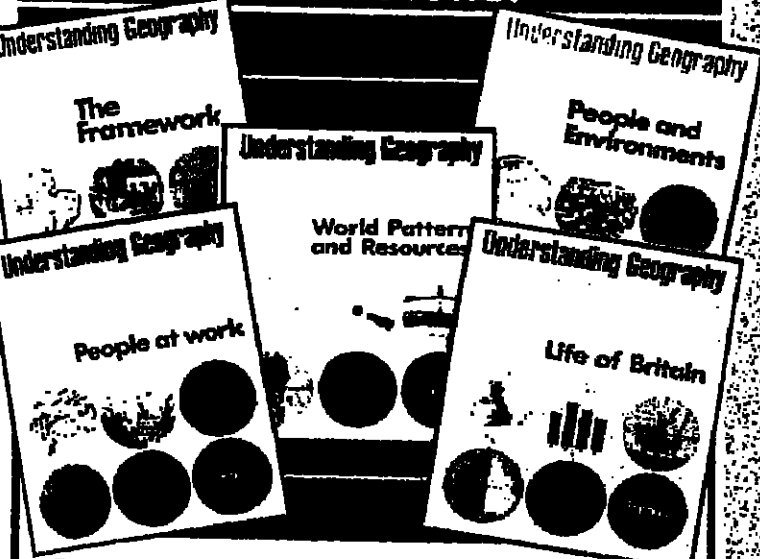
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NAME

SCHOOL ADDRESS

High technology approach The weather from Whitland

IOLA SMITH

Whether forecasting is no longer the prerogative of the Met Office. Pupils at Whitland Grammar School in Dyfed are also adept at the skill, thanks to the application of satellite technology in their geography lessons. The school is one of three secondary schools in the county developing the Microelectronics Support Unit's innovative satellite based geography curriculum, and it is using this high technology approach extensively in the classroom.

Via an aerial, a microprocessor controlled receiver and a monitor, the school receives four live pictures daily when the various NOAA weather satellites pass overhead. Space is an ideal vantage point for tracking weather patterns over vast areas, and the images enable the school to monitor cloud formations from Russia to the Atlantic, Iceland to North Africa. From One's experience of meteorology, however, is centred much closer to home. "This is the stage at which we introduce satellite pictures to pupils and teach them to interpret the results," explains the school's weather expert, geographer Dr James Hindson. "For example, they learn to differentiate between cloud formations thereby understanding which will bring rain. Then, by using the Met Office they find out the clouds direction so that they can calculate whether or not it will rain in Whitland. To check if their prediction is correct, all that

they have to do is look out of the window."

Youngsters also forecast what the weather will be like in other parts of Britain, checking on the accuracy by ringing up relatives living in the selected areas.

In the second year, pupils progress to predicting the weather Europe-wide. But forecasting is not the only application of satellite images in geography lessons. Countries and cities which the satellites pass over are investigated, while the images are used to reinforce teaching about latitude, longitude and time zones. Similarly, tracking a satellite's orbit serves as an introduction to the Earth's own orbit, and leads to discussions about the Earth's spin, and what effect the planet's uneven wobble has on the satellite's flight path.

Although the pilot project has been running for only a year at Whitland, the intention behind introducing the topic in the lower school is to ensure that pupils will be familiar with the technology, and will have a thorough understanding of meteorology and climatology before they reach the GCSE stage. As a result, in the fourth and fifth year they will be able to identify depressions, compare the temperature of land and sea and differentiate between temperatures at high altitudes.

"Understanding of the images is also much more advanced at this level," says Dr Hindson. "For example, they can compare visible and infra-red pictures of the same location. The infra-red indicates cloud temperature whereas the visible picture illustrates cloud thickness. Taken together, these results can be used accurately to predict the likelihood of rain." There is also scope at GCSE level to undertake individual projects on applying satellite technology in meteorological studies, prior to progressing further with the work in the sixth form.

Satellite image readings are not the only geographical data collected at the school. Whitland Grammar has its own weather station, which gives a comprehensive analysis of the local weather situation by monitoring rainfall, pressure, cloud cover and humidity. Between the weather station results and the satellite images which can be stored on video or print-out, the school is able to compile a long term library of weather data.

James Hindson sees remote sensing as a natural progression from the current satellite readings, and he hopes eventually to be able to combine the satellite pictures with Earth observation data in order to focus on vegetation and urban land use as well as meteorology. He is also convinced that the work has scope for cross-curricular link ups between geography and Craft, Design and Technology (already at Whitland pupils design models of satellites) and Information Technology. The school's weather station, for example, is encouraging collaboration between geography and electronics as sensors are about to be introduced to improve weather monitoring. And with the anticipated introduction of Direct Broadcast Satellites, openings should also exist for links with modern languages and media studies departments.

Co-ordinating the Microelectronics Support Unit project is Annette Temple, a Dyfed based physicist who first realized the educational implications of satellite technology when teaching sixth-form engineering options. Her introductory pack for teachers explains how to use satellites while the published later this year to be followed at a later date by individual subject packs such as the geography one being prepared jointly with Dr Hindson.

Annette Temple sees the technology as being relevant to schools for numerous reasons. "Not only is it beneficial from a teaching point of view, it is also a worthwhile means of motivating youngsters to learn. And it also helps raise schools' perception of geography as being a 'useful' subject."

EXTRA



Aboriginal holy site on the Swan River, Perth

Have project - will travel

GEOFF SHERLOCK

It's raining hard in the semi-desert outback. The famous, friendly Australian flies are getting into our cars, eyes, noses and mouths. The four-wheel drive is bogged down and the local main road, the Birdsville Track, is reported closed. No worries! That phrase was a continuous refrain from Sydney to Perth, from Melbourne to Farina, from Andamooka to Newman.

But why the BBC project and the travelling? In 1988 Australia celebrates the Bi-Centennial of its official founding by Europeans. The land had been known to European explorers for 250 years, but much of the coast was charted by Captain Cook. The original Australians had been there rather longer since 38000 BC at least. So who is celebrating what? That was the reason for our journey - to ask questions about the 200th Anniversary. To talk to as many people, with as varied backgrounds as possible and to collect and record enough material for about 20 BBC School Radio programmes, a book to be called *Kids Oz* and enough slides to make two resource collections, one for primary and one for secondary school geography students.

And the web? Three members of BBC School Radio Department, Dan Garrett, Warrill Grindrod and Geoff Sherlock, Warrill is the "local" who returned home to make all the arrangements with the Australian Broadcasting Commission, the airlines, the railways and the Meteorological Bureau, the sheep station owners, the

mining company, Promotion Australia. The list is vast, the logistical problems huge and the help offered amazing.

In Sydney, Australian writers and actors were brought together to recreate some of the early events of Australian history. Early tales are told of an Aboriginal Corroboree held in the studio, the Ned Kelly shoot out and tape machines that wouldn't work when the temperature got above 38°C.

In the Snowy Mountains the Snowy River Project is now running smoothly. In the early 1950s the mountains hadn't even been surveyed and men and women still working there met deep and the day the pub burned down - they saved the beer though - vital when summer temperatures reach 40°C! Managing the Snowy Project as a water and power resource needs weather data and this fact led us onto the Meteorological Bureau.

They have problems "Forecasting for a continent". The modern satellites are vital but they don't, according to several met. men and women, help with a major shortage of funds.

However the forecast for our trip to Wilpoorlin station, a one thousand square mile property, eight hundred kilometres north of Adelaide, was fine. Being British we brought the rain - not a lot but enough to cause excited conversations on the short wave radio

"Will it reach here?" "Will it be enough to do any good?" "Will it be the weekend cricket match?" - on a concrete wicket with a curved under steel stumps and welded bars and gravel outfield.

Next was Coober Pedy and opals and a potential annual evaporation rate equivalent to 3000 millimetres of rain. It rained when we got there too. But in his dry opal mine cave we met Crocodile Harry - much older than the Dundee version, and with a scarred shoulder and arm to justify his name.

The Nullabor Plain by rail - 30 hours on the Trans-Australian Adelaide to Perth. The longest straight in the world, 478 kilometres long, the flatness, the snakes, the snakes, the foot and the people.

In Perth we met the original people of Australia. They were asking "Should we celebrate 200 years of invasion?" These are the fringe dwellers who live on the edge of a western style city. They are not accepted by the local white people have raised a petition against an aboriginal school nearby because of adverse effects on property prices and on security. Other white people raise projects and fight for aboriginal rights. Rights for people who are struggling to maintain their own culture within one which is their alien.

The programmes resourced from our journey will be broadcast in the autumn term. Dates and times in the BBC School Radio timetable.

Atlases

The Collins-Longman Atlas for Secondary Schools.
Collins-Longman £4.95, 0 582 00069 6.
The Oxford Practical Atlas.
Oxford University Press £2.95, 0 19 831658 5. Activity book £1.50, 831654 2.

The Kingfisher Children's World Atlas, Edited by Jane Oliver.
Kingfisher £5.95, 0 86272 239 X.

Collins Longman, well known for the highly successful *Atlases* 1, 2, 3, 4, have broken the mould with their recent publication, *Atlas for Secondary Schools*, which appears to have replaced *Atlas 3*, and to some extent overlaps *Atlas 2* and *Atlas 4*. The new atlas is marketed as a resource and reference atlas for GCSE and SCE studies, with a trade edition planned for June this year. The atlas (159 pages) is divided into 10 sections, the first section of four pages is concerned with symbols, scales, graticule and projection, while the last consists of a 26-page index. The remaining sections cover The British Isles (23pp), Europe (21pp), Asia (16pp), Australasia (4pp), North America (11pp), South America (5pp), Africa (12pp) and World maps and statistics (26pp).

The atlas is very attractive, with bright clear colours, clear typeface and a number of other improvements over the earlier *Atlas 3*; not the least being the inclusion of a 'key' to the atlas, which allows the user to find the atlas more easily than the earlier *Atlas 3*.

"red contour" boundaries. Apart from the excellent physical maps, the atlas scores particularly well in the quality and scope of the thematic and statistical maps, and the inclusion of satellite imagery and tables of statistics. The choice of projections is interesting in that they all appear to be "equal area" which, although fine for visual realism, do limit the ability to measure distance and direction effectively.

The *Atlas for Secondary Schools* provides a real challenge to the recent *Philip's Modern School Atlas*; the choice will probably come down to personal taste, but this new Collins-Longman production may just win due to the variety of thematic and statistical maps which are included.

A new publication has also appeared from Oxford University Press, and is aimed at the first years of secondary education. The *Oxford Practical Atlas* shares much with the earlier *Foundation Atlas*, but for all that it still presents a fresh bright approach with maps pruned in complexity yet still providing a level of information to entice the young into further exploration. The thematic maps are deceptively simple in appearance, yet become the source of a great amount of information when used in conjunction with the detailed "keys" covering such topics as economics, environment and production characteristics. The UK maps are a little disappointing in that this atlas still uses the rather oppressive dark green land base which does tend to reduce the clarity of place names and obscure other topographic features.

The accompanying *Activity Book* is a great asset, and can in fact be used

equally as well with the earlier *Foundation Atlas*. It presents a series of questions directed to particular maps and thereby provides a map use task for each map. Answers are not entered into the *Activity Book* which is an economically sound design decision from the user's point of view. These two publications make an attractive package which should compete well with the 10 to 13 age band.

An altogether different publication is the *Children's World Atlas* from Kingfisher Books, which is a revised and expanded version of their *First Picture Atlas* published in 1980. This appears to be an increasing number of publications of this type, and the reasons for their appeal is well demonstrated by this particular book.

The atlas, hard covered and 93 pages in length, devotes the first 75 pages to a very attractive collection of maps and photographs set as double spreads accompanied by a written description of approximately 150 words describing the characteristics of each map. The quality throughout is first class; the maps are particularly good and the accompanying photographs are excellent in terms of quality and suitability. The remaining pages are used as a facts source, language, population, capital city, language, currency and major products are given for each of the world's countries.

It would best suit the 9 to 12 age band, though this might be extended either direction. Although this book is unlikely to be purchased as a class set it should certainly rank highly in terms of library or personal purchase.

Patrick Searns

GINN READING VIDEOS
Nursery Rhymes; Fables from Aesop; Once Upon a Time; Tales from Hans Andersen
Presented by Fioella Benjamin
£14.95 + VAT each, or as a set of 4, £57.30 + VAT
Ginn & Co, Prebendal House, Parson's Fee, Aylesbury, Bucks.

There is some clever packaging in the production of these four videos based on books from Ginn Extension Reading. The pedigrees involved in the original books are impeccable: the authors include Cliff Moon, the nursery rhymes are selected by Alden Wariow, and Val Biro is the adaptor/illustrator of two of the series. The tapes are introduced by Fioella Benjamin, surrounded by a cluster of children.

It was the children who worried me first. They sit, more or less looking at the relevant slim volumes from Ginn. A couple stare with mild interest at the camera and another sits hunched, fixed on the middle distance. Fioella addresses them only occasionally, for their purpose seems largely decorative. She beams out from among them on each video, asks if we've seen these books around in our classrooms and then, very briefly, introduces the stories.

There was something both contrived and perfunctory about these introductions which I felt was more the producer's fault than Fioella's; this little box, she assures us winningly, holding up a palpably modern object with cotton wool inside it, is not really a tinderbox, but it will give you the idea anyway. Do children really need such an introduction, especially to an illustrated story? It looked very much as though the ubiquitous Fioella was being used as the *Play School* seal of approval.

The rationale printed on the video boxes confirmed the sense that there was a degree of manipulation being exercised. It seems to drive from the kind of reading theory that has encouraged our understanding of how children learn to read through stories which make them want to be readers

Time for a rhyme

Can videos help children to read? Geoff Fox reviews a new package



(rather than through mechanistic reading schemes). Try this for plausibility: "By moving through illustrations page-by-page, focusing on detail, highlighting characters or events, identifying the speakers in dialogue, and displaying complete spreads, the camera recreates the act of a skilled and absorbed reader who follows text

and illustration together. While the sound-track presents the text, the camera provides the visual cues that are so important to the full reading of a story."

Just a moment - we don't actually see the print, we don't see the whole illustration and so we don't see the whole text. What the "skilled and

absorbed reader" does in real life with a real book is to flicker to and fro between print and picture, working in the space between them and in the space of her own imagination. She learns to make acts of selection, to re-read, to turn back a page, to spend longer exploring one picture than another, to dwell on a discovered

detail or a phrase; and to bring unique parts of herself to interact with the story. Here the invisible eye of the camera makes the selection, the polished voice of a performer speaks the narrative.

Whatever the "activity" of the viewing child may be, it is not the activity of a reader. She might be watching and listening to a skilled reading activity, but she's in no position to see how that's done (she hasn't got the book) and even if she had got the book, she wouldn't do it in the same way. If you learn anything from researching the reading process, you learn how highly idiosyncratic it always is. Those who "read well" may overlap in their processes, but in the end they read well differently.

There are some odd features in the videos themselves; for example, when the camera "indicates speakers in the dialogue" who palpably have their mouths shut, which is odd in television terms. After 20 nursery rhymes read and illustrated for us in rapid succession (20? Who would read 20 in a row?), some primary children sing a few of them; they were no doubt trying hard, but their effort was no better than any other classful of children. What does the viewer do now: sit down, be quiet, listen and watch.

It is a truism that good reading is a highly active process. Children may sit and watch these stories, they may to a degree be active, though nothing like as active as when they are faced with a real storyteller in the classroom or even on *Jackanory*, where the story is shaped between speaker and listener in collaboration. (The videos acknowledge *Jackanory* as the pioneers of presenting story books on television; these videos are not, with their entire dependence on static pictures, genuine descendants of their pioneers.)

They'll keep the class quiet and they will entertain; for these are good stories, told with professional skill and the illustrations are at least interesting (and in the case of Val Biro's work, they are alive with a pretty energy). Like other TV fiction, they may pull off that mysterious trick of getting people to read what they've just seen. But in themselves, I very much doubt that they are helping children to come to regard themselves as readers.

edits

Listening service

Time to Talk
VHS video and schools' pack £30
From libraries, social services or PAL, 6 Emerson Street, London SE1 9DU.
More information from the Samaritans, 0753-32713.

Last year 13 per cent of the calls received by the Samaritans originated with people under 20 years old. Fifty thousand youngsters picked up the phone because it was, at least, "time to talk" to someone. The Samaritans offer a "non-critical, non-judgemental and totally confidential" listening service, based on the premise that talking your problems out is the first step to resolving them. This package is part publicity for their work and part material for teachers wishing to talk either about the organization or about suicide.

The package comes in four parts. The video, with accompanying sheets, is a situation-based and follows four youngsters' desperate situations. Discussion suggestions and ideas for role-modelling and writing/drama/art lead on to examining the Samaritans, their role and that of voluntary organizations. This leads into the third part, suggesting activities not directly related to the video. "Networks" is aimed at explaining the resources available locally to help people through crises, "Skill Development" helps students evaluate listening and helping skills needed, "Samaritans" further develops ideas about the organization, and "This is Me" is a potentially explosive exercise aimed at getting students to think about who could help them and how.

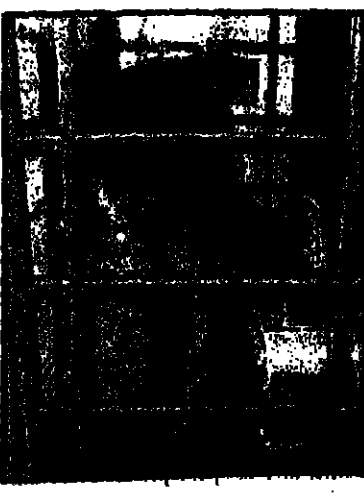
Since it is a fair bet that in every class of adolescents there will be some pretty miserable individuals, teachers following this path will need not only to stress confidentiality as the pack suggests, but also to be ready to cope with anything unearthed. The final section of the pack looks at the history of the Samaritans and the law on suicide.

The video itself shows four situations, which give problems at a school.

including bullying, racism and attempted suicide. The final situation shows a young girl with a depressed mother, three younger siblings and an out-of-work father. She cannot cope with the responsibility for two school children, a toddler, a father angry at life and the educational welfare "bushy-bodies". Hints of sexual and physical abuse in the acting complete the wretched and doubtless all too true-to-life picture.

The girl visits the Samaritans who say "we can't wave a magic wand but what we can do is offer you a place, here, where you can come and talk whenever you want". I found this appalling. This kind of freedom, probably just what an autonomous adult needs, does not seem appropriate for a child. Furthermore there are a number of practical suggestions which could and should be made in such a predicament. I was reminded that the Biblical Samaritan did not only lend an ear but offered a lot of concrete help. Of course, there are no magic wands, but in today's complex society a child of 12 or 13 is justified in expecting someone to shoulder a large part of the responsibility for her life. However, the power to elicit this response in a classroom may be just what the producers of the video are after.

Victoria Neumark



Naked in a field

David J Whitehead reviews a production from the Institute of Chartered Accountants

All Business Matters
Documentary video by the Institute of Chartered Accountants in England and Wales. Video notes by John Warner.
Available from ICA Education Service, PO Box 110, Wetherby, W. Yorks LS23 7EL. Send cheque for £8.75 made payable to Charitat.

This public relations exercise on behalf of the private sector perpetuates the common fallacy that it is only business that creates wealth, as if schools, hospitals etc were creating "wealth". Like most of the commercially-sponsored material for schools, it aims to show that business offers a challenging career in a stimulating environment. Also it promotes the view that City financial institutions play an "integral part in ensuring the success of industry".

The video shows two presenters (jean-clad, with flat, classless accents) interviewing five business people: a 19-year-old computer buff who runs his own company, a lightning wholesaler, a Japanese mattress manufacturer, and two top executives in large companies. The narrators point out different features of each enterprise. One firm illustrates the importance of marketing, another of finance for expansion. The pitfalls of setting up a new business are stressed: "setting up on your own may be risky, but it's vital to enterprise and the overall economy of the country". The mattress maker shows how the expansion of his business has led to the growth of other firms, such as despatch riders, sprayers, copyright agents etc, and emphasizing the interdependence of industry.

One of the large firms, Virgin, took off when Richard Branson borrowed £2,000 from his aunt. The company illustrates the advantages of diversification. David Whitehead, who works for

Levine, producing leisure wear for Marks and Spencer, values the job satisfaction he gets from seeing people buying his garments there.

Finally, the programme shows the Stock Exchange floor (anachronistically milling with brokers and jobbers) and implies (misleadingly) that shares are issued there to finance new companies. Other City services, such as banking and insurance, are mentioned briefly.

This video is loosely structured, and no clear theme is presented. The scenario is unimaginative and is unlikely to persuade sceptics or people searching for "a better understanding of the business world".

The accompanying teachers' notes contain some worthy exercises and lists of useful addresses. However, the student section is awkwardly written and contains numerous errors and solecisms. For example, it is alleged that the UK should not concentrate on the tertiary sector because "this is not the way to run a balanced, stable economy". We are told that industry and commerce matter so much because, without goods and services, "we would be naked in a field"! The author confusingly states that the government relies on the creators of financial wealth (meaning?) to provide money to pay for hospitals etc. He confuses wealth creation with value added, and notes that "about half the population are paid for the work they do".

At least the student notes could serve as a rich quarry for A level questions, for example: "Government cannot create wealth; it can only redistribute what has already been created - (Dissemin)". However, the package cannot confidently be recommended. It is unfortunate that so many resources were devoted to this disappointing project which would have been greatly improved if some teachers'educators had been consulted at the planning stage.

MEDIA

briefings
radio & tvContinuing education and
general interest

EDUCATION MATTERS

(Sunday, 16.30 VHF4)
A report from the NUT conference at Eastbourne. Susan Marling reviews decisions already taken and previews later debates with delegates and executives of the union.

WHEN IN SPAIN

(Sat 18.35 BBC2, Sun 17.30 VHF4)
A multi-media short course to offer holidaymakers the chance to get better acquainted with Spain. Spaniards and Spanish. Andrew Sachs (Manual in Family Towers) presents a television tour and on radio begins to learn the language from Spanish actor, Miguel Peñaranda. A pocket-sized book and cassette are available.

THE PARADOX OF THE PAPACY

(Sunday, 12.30 C4)
At the time of the Pope's Easter message, the first in a series of documentaries about the Catholic Church today.

DAYTIME

(Tuesday and Thursday, 14.30 ITV, Thames)

To mark the first anniversary of the Chernobyl disaster, a British studio audience links by satellite with a similar group in Moscow to question each other about their lifestyles, problems and attitudes. Sarah Kennedy presents the London end.

IN BUSINESS

(Tuesday, 16.05 R4)

A further ten programmes about latest developments in the world of work and enterprise. Investigates new strategies and changes in the law and meets the personalities of big business.

THE VICTORIAN HOUSE

(Wednesday, 20.00 C4)

Combining social history with architectural detective work, this new series looks at the most ordinary dwelling in Britain and sees how exotic it can be. The first of six programmes asks "Where do houses come from?" (see review).

PILLARS OF SOCIETY

(Thursday, 19.40 R4)

An examination of six institutions, which are pillars of British society, begins with a look at the Royal Shakespeare Company. Others include: the Jockey Club, the Freemasons and Oxford University. Questions posed include: how much influence does it have? Where does it get its money? How elitist is it?



High level argument: Tim Brighouse (above left), Donald Naismith (left) and Angela Rumbold

The public eye

David Lister on a series which brings education debates into focus

CONTINUING EDUCATION
The Education Programme
BBC2, Fridays 7.30pm.

It was once remarked of Shirley Williams' period of relative inactivity at the Department of Education that she could argue the hind legs off a donkey. The only trouble is that in the education service there is an infinite supply of donkeys.

It was odd to be reminded of this in *The Education Programme* last Friday by the current junior minister, Angela Rumbold, who does not normally give the impression of being a waverer or even always a particularly enthusiastic listener. But, when she was pressed by presenter Sarah Kennedy, it began to look as if the Government's much heralded initiative for a national curriculum was about to become bogged down in a "period of consultation" — something which in the education world can span several generations.

"If the Conservatives are re-elected when would this national curriculum filter through to Jack and Jill in the school room?"

"Well, there will be a long consultation period because first of all we have got to have the cooperation of the teachers."

"Would it be a year, or two years or six months?"

"I don't think you can actually set a time on it... it's healthy that there's debate."

"I am not going to get an answer out of you when exactly... it all sounds rather vague."

It all sounded too dangerously precise for David Hart of the National Association of Head Teachers, who feared the projected tests at seven and 11 would label children failures, and Tim Brighouse, the Oxfordshire chief education officer, who feared children would be perfect in the book the inspectors were going to test, but would not know any other book.

This seemed to me a trifle disingenuous. If teachers should be trusted to determine the curriculum without any government interference, then surely they should be trusted to ensure that Mr Brighouse's fears are not fulfilled.

Advocating a national curriculum was another CEO, Donald Naismith, whose Croydon scheme was examined in the programme. It was a rare treat to see two CEOs lined up against one another, even if the debate was cut tantalizingly short. Let us hope this programme continues to make us privy to the real arguments in the education service, which often take place at this level but nearly always out of the public eye.

The continuing education label of the estimable David Hargreaves, and produced by Peter Riding, has got off to a splendid start. The studio debate on a current topic is balanced by a report from a school illustrating well how

political decisions may be reflected in the classroom. In last week's programme for example, we were shown a primary classroom where children explored maths, art, English and science through one project; and it was argued that a national curriculum might possibly end this approach.

Well, we shall see. While the issue of testing, with its resonances of the little lamented 11-plus, may prove the Government's undoing, the concept that one should know exactly by what age children should be expected to perform a variety of tasks holds a powerful and justifiable attraction for an awful lot of parents. And Mr Brighouse's assertion that all good schools already give parents clear résumés of their aims and expectations simply won't hold water. What does "a child must be confident in English by the age of 11" actually mean? Does confident imply that he or she can give a talk, hold a conversation, read a book, have read a certain number of books, or what? Parental impatience with such vagueness is now at its limit, and the Government has realized this.

Hopefully, *The Education Programme* will return to this topic. We are continually told that education is more political and contentious than ever before. Now that the BBC has committed itself to a long-running TV series, given it to one of its top presenters, and put it in prime time viewing — clashing with Wogan no less — one is inclined to believe it might be true.

Expert
advice

Which Way?

A Job Watch Special
ITV, Granada, April 14-16.

According to Granada, the spiritual home of independent television, *Which Way?* is "ITV's biggest ever live phone-in advice service." These broadcasts and their support activities could be a landmark in careers education.

The aim was satisfyingly bold: to explore the opportunities facing 16-year-olds, demystify the education love of initials and help parents. The implementation was challenging: three one-hour programmes featuring panels of "experts". Issues such as should the student stay at school, or for further education or the Youth Training Scheme, were discussed. Film inserts illustrated various courses and schemes. Parents and young people were then invited to phone in for advice from a team of 150 career specialists, principally drawn from the careers service.

Purists might argue that advice by phone, no matter how expert the given, inevitably fails to take account of individual, institutional and regional differences. Indeed, an MSc spokesperson's description of the "advice service" as "a help line offering information and referral to other agencies" is a more accurate, if down beat, description of this valuable initiative.

If the programme is as successful as hoped, then parental telephone calls to the careers specialists may be one of the numerous than the Turkish headscarves at the gates of Byzantium; in some 90,000 telephone calls and a swamped system. Inevitably many viewers were disappointed. Last week's programme saw a sixfold increase in the number of specialists on tap and a tenfold increase in the time the phone lines were kept open.

To add to this frenzy of activity the MSC, in association with Granada, have produced a useful and attractive booklet featuring some of the young people seen in the programmes. The section on job hunting was particularly good. Additional help was offered to viewers by "Microdoors" (computer print-outs on how to achieve a chosen career) and a further boost in the north west region only was given by the experimental presence of a Granada bus in four locations, offering people on the spot Microdoors print-outs and information.

Job Watch has now become an established part of the education-employment broadcasting scene and these "specials" are particularly welcome. Another programme, to be shown in August, will cover similar ground for 18-year-olds.

Jean Sargeant

Scripted by Mrs Beeton

Michael Clarke enters the Victorian house

The Victorian House
Channel 4
Wednesdays 8.00pm from April 22.

Although not specifically broadcast for schools, this six-part series from Channel 4 might well be used in conjunction with a number of secondary school activities. It goes far beyond the usual didactic aestheticism of such programmes to examine the part played by speculative builders, their materials and techniques, and the expressive and symbolic functions of style and decoration in an increasingly industrialized and urbanized society. So the series is of obvious value to students of art, craft and the built environment. But, because it deals with these issues in the wider context of building economy, history, social class and patterns of living, it is also of interest to students of sociology and literature.

The very first, information-packed programme tells us that by the middle of the 19th century the population had doubled and that working hours had increased from 10 to 16 hours a day. Poverty was rife so the young sought

prosperity in the cities where steam, gas and electricity created their own momentum of industrial and social change. A housing boom was inevitable and as the railways distributed bricks and slate all over the country, so they also brought about the expanding suburbs and the increasing division between working and domestic life. The Victorian house became an "ordered and tranquil enclave... far away from working conditions and profit-making, but embodying the social status and private aspirations of its occupants."

By the time you have seen programme three, you will have accumulated a wealth of knowledge from building technology to home management. Largely unplanned, without an architect, the Victorian house was usually built by well-tried empirical methods in a plethora of styles. Trade pattern books kept the builder up to date.

Few houses were owned by their occupants who lived in them for every five years. The middle class

home required an army of servants and domestic life was severely disciplined. Everyone, family, staff and guests, had a role, "scripted" by Mrs Beeton. Beyond the front door was another world and how private and public life interacted is the subject of programme four.

This is not necessarily a critical viewpoint, for writer-producer John Marshall is arguing a case in favour of the Victorian house, as later programmes will confirm. Marshall's bemused affection for his subject is evident throughout and well supported by the rather lugubrious humour of his presenter, Jonathan Meades.

He may concede with evident enjoyment that "Victorian colour schemes" look like "chubby opinions on dumplings" but the "jumble of opinions on dumplings" is a defender, firmly believing that the Victorian house is closer to our own ideas than any other.

Conventional arguments about the value of the Victorian house are put to rest by a series of photographs showing the interior of a Victorian house, which is a far cry from the idealized version of the past.

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

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Master/MistressesPrimary Education
HeadshipsDeputy Headships Senior
Master/Mistresses

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Careers

Computer Studies

Craft Design & Technology

Economics & Business Studies

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Geography

History

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Language

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Tuition

Lectures

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AnnouncementsProperties for Sale
and Wanted

Conferences

For Sale and Wanted

Holidays and
Accommodation

School Visits

Business Opportunities

Partnerships

Please address classified advertisements to:
John Ladbroke, The Advertisement Manager,
The Times Educational Supplement, Priory House,
St. John's Lane, London EC1M 4BX.Classified Advertisement Rates:
Single Column £2.25 per line (min. 3 lines).
Classified Display £12.90 per s.c.c. (min. 9.5cm x 2 cols £245.10).
Box number facility £5.00.
All rates are exclusive of V.A.T.
Copy deadline (space permitting) Monday preceding Friday of
publication.
Corrections deadline 10.30am Tuesday preceding Friday of
publication.
Cancellation deadline 4.30pm Monday preceding Friday of publication.
All advertisements are published subject to the Terms and Conditions of
Times Newspapers Ltd. (available on request).Rewarding Opportunities
in Education

Haringey Education Service is conscious that, in general, teachers from black and minority ethnic backgrounds and bilingual teachers are under-represented in the teaching force. Applications from such teachers would be particularly welcome.

The same applies to women teachers, particularly for posts at a senior level in secondary schools and in certain curricular areas.

Haringey is an equal opportunity employer. We welcome your application, which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

Haringey

NOEL PARK INFANT SCHOOL
Gladstone Avenue, Wood Green, N22 6LH.
Telephone: 888-8867.

HEADTEACHER (GROUP 4)

Haringey Council is seeking to appoint as Headteacher of the Infant School, a teacher whose experience has included leadership of curriculum and staff development working in a 'whole' school team; and Infant School management. Candidates should have had experience of a child centred approach within a multi racial/faith/lingual and wider equal opportunity context and be able to support such developments as home-school links and the Extended Day Nursery Project. The successful candidate will need to be an effective and sensitive communicator.

Closing Date: 1st May, 1987.

NOEL PARK JUNIOR SCHOOL

Gladstone Avenue, Wood Green, N22 6LH. Telephone: 888-8944

DEPUTY HEADTEACHER (GROUP 4)

We wish to appoint a successful Primary teacher as Deputy, to work with a newly appointed Head Teacher and assist in the curriculum and 'whole' School staff development. Candidates should have had experience of a child centred approach within a multi racial/faith/lingual and wider equal opportunity context. Applicants will need to be able to support the development of links with parents, the Infants School and the community.

Closing Date: 1st May, 1987.

Application forms and further details may be obtained (a.s.a. please) from Chief Education Officer, 48 Station Road, London N22 4TY and should be returned to this address.

London Allowance £1215 payable. Removal Expenses — 100% in approved cases for permanent posts.

Nursery Education

Deputy Headships
Second Masters/
Mistresses

BEDFORDSHIRE
WESTFIELD NURSERY
Westfield Road, Dunstable,
Bed. Herts. SG6 6SD
Tel: 60650
Required for September
1987, in this 50 place
nursery school a Deputy Head
Group 5. Nursery experience
essential.
Application forms available
from and returnable to the
Headmaster, S.A.E. please.
Bedfordshire is an Equal
Opportunities Employer.
(04581)

Primary School
Education

Headships

BROMLEY
ST. ANNE'S R.C. PRIMARY
SCHOOL
Kens Road, Orpington,
Kent BR6 9P
For September 1987, BRAD-
HEADS to replace the
Headmaster, present Head
who retires at the end of the
summer term.
Applicants should be quali-
fied in all aspects of Primary
Education with particular
ability in R.E. development
within the curriculum.
The school, with a very
high academic standard, has a
strong musical and scientific
characteristic.
Application form and
further details available
from Mr. J. H. H. H. H. H. H.
to the Headmaster, Orpington,
Kent BR6 9P.
Closing Date: 1st May 1987. (04581)

Leicestershire

Please contact the Headteacher for further details and application forms (a.s.a.).

PRIMARY HEADSHIPS
HOSE C.E. PRIMARY SCHOOL, Bolton Lane, Hose, Melton Mowbray, Leics. NR10 3D (approx.) Group 1
Required September 1987, for this small village school, situated in a pleasant rural area North of Melton Mowbray. There are approximately 30 children on roll aged 4 to 10.
Application form and further details from Director of Education County Hall, Glenfield, Leicestershire LE3 0PF (a.s.a. please) to whom applications should be returned no later than 6th May 1987.

WORTHING COUNTY PRIMARY SCHOOL, Worthing, Ashby-de-la-Zouch, Leics. NR10 3D (approx.) Group 1
Required September 1987, for a smaller well-equipped village school in pleasant accommodation, extended and modernised in North West Leicestershire. Approx. 35 on roll aged 5-11.
Telephone Leicestershire (0533) 317883. Closing date 29th April 1987.

DEPUTY HEADSHIP
NOEL CROSS R.C. (Aided) PRIMARY SCHOOL, Stoneby Avenue, Leicestershire LE2 0TY. NR10 24D (approx.) Group 4 (Headteacher Mrs. A. H. Woods)
Required September 1987. The school is situated on the outskirts of the City with approx. 240 on roll (aged 3-11). Applicants must be committed and practising Catholics.
Further details and application form (a.s.a.) from the Headteacher to be returned to Chairman of Governors no later than 24th April 1987. Previous candidates will be automatically reconsidered.

Agree and Afro-Caribbean are under-represented in this area of the Council's work and are therefore positively encouraged to apply.

LEICESTERSHIRE COUNTY COUNCIL Applications are welcome from people of all ethnic backgrounds. Ethnic groups which are under-represented in the Council's work and are therefore positively encouraged to apply.

Leicestershire County Council is an Equal Opportunities Employer.

100

Other Assistants

BUCKINGHAMSHIRE

Required for September, a qualified teacher with 3 years' teaching experience in an independent school, to teach Science in Years 7, 8 and 9. Good oral and written CE and PSSE levels an addition of academic and/or sporting achievements and/or with numerical extra-curricular activities considered a bonus are also essential.

The school has its own unique staff and facilities in North Bucks. Sample accommodation only is available, with free board.

Applications with C.V. and salary requirements to: **Mr. J. G. Smith, Headmaster, The Bucks School, 100, High Street, Aylesbury, Bucks. HP8 4AA.**

Other than by Subject Classification

clear U.S. Govt Form 1585
 U.S.A. P.O. Box 705-131
 Submitted for September 1, 1988
 to the U.S. Office of General
 Services for a list of 9
 year old boys. An ability
 catch names including Ralph
 would be an advantage.
 Married or single no or
 mediation is available.
 Letters of application should
 be sent to the Headquarters
 on 20881 20566

CHESHIRE
STOCKPORT GRAMMAR
SCHOOL
MUSIC SCHOLAR
Co-ed 260 children (5-11)
Required for September
1987

- 1) SECOND year for teacher
- 2) FOURTH year for teacher
- 3) Teacher with responsibility for MUSIC throughout the school

A willingness and ability to work with numerous varied extra-curricular activities

ESSEX
ST. JOHN'S SCHOOL
Stock Road, Billerica, Essex
Required for September -
Teacher of general subjects for
a mixed First or Second Year
Junior Class.

ISLE OF WIGHT
Required for September 19

Applications, together with the names and addresses of referees should be sent to the Headmistress, Upper Chalk School, Chalkhill, W. Yorks. PO Box 106199, Monday 27th April 1981. (06199) 2056

(ys, 7-10)
 eeds a
 G TEACHER
 umber 1987
 alary
 ship possible
 es/ Maths preferred,
 il
 g important
 n available
 es paid (up to £400)
 nts very welcome
 details to the Head-
 ry (044 27 3236) and in
 Prep. Headmaster,
 use, Chesham Rd,
 rts., HP4 3AQ before
 (14356)

BERKHAMSTED PREP.
(Boys, 7-10)
needs a
YOUNG TEACHER
from September 1987

- * Berkhamsted Salary
- * Boarding Tutorship possible
- * Geography/English/Maths preferred, but not essential
- * Games-coaching important
- * Accommodation available
- * Moving expenses paid (up to £400)
- * First-job applicants very welcome

Apply for more details to the Headmaster's Secretary (044 27 3236) and in writing to: the Prep. Headmaster, Preparatory House, Chesham Rd, Berkhamsted, Herts., HP4 3AQ before 15th May 1987.

(14356)

SITROPESHIRE

EDUCATION COMMITTEE

G.R. L.N.T. (Grant Related In-service Training)

ADVISORY TEACHER - LEARNING SUPPORT (POST-16) SCALE 4

Required for September 1987 for three years on a full-time basis. The successful candidate will be responsible for the development of the LEA's in-service programme for young people particularly those in the compulsory age group located in colleges of F.E. tertiary and sixth form colleges.

Application forms from the County Education Office, Shirehall, Staffing Section, Alibey, Stroudbury (05952) 400000

COUNTY EDUCATION OFFICE

PRINCIPAL OFFICER

£16,011 - £17,160
(Major Establishments of Further Education)
Post No: C0052

Applications are invited for this post in the Further and Community Branch.

The main duties of the post will be concerned with all aspects of the staffing of colleges and oversight of the Authority's policy and procedures for student grants. A knowledge of the application of Management Information Systems would be helpful.

Closing Date: 5 May 1987.

Generous relocation expenses payable in appropriate cases.

(Re-Advertisement)

PRINCIPAL OFFICER

(Forward Planning, Research and Internal Review)

PO2 £12,555 - £13,653
PO3 £13,653 - £14,862

Post No. A0066

A suitably qualified and innovative officer is required for this key post based at the County Education Office, Chelmsford.

The successful candidate will, in the first instance, establish a comprehensive and co-ordinated data base for the whole Department and plan the development of the use of new technology to the administration of the Education Service.

Applicants should possess computer skills and experience of Education administration would be an advantage. Assistance with removal expenses and car user allowance will be paid where appropriate.

Closing date: 1 May 1987.

Previous applicants will automatically be reconsidered for the above posts.

Application forms and further details available from (a.s.a. please) the County Education Office (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD. Tel. 0246 267222 ext. 2628.



SPECIALIST CAREERS OFFICER

FOR THE UNEMPLOYED

£8,391-£9,216 (Ref. E216)
Careers Centre, Ponsonby House,
Edward Street, Stockport

Funded under the Department of Employment's Strengthening Scheme, this appointment is initially for 3 months, although the post could be available until 31/3/88. To work closely with local Managing Agents and their trainees as well as with unemployed young people in the Borough. He/she will also have a heavy involvement in the sharing of information about Y.T.S. and alternatives to unemployment with colleagues and will play an important role in helping to shape the pattern of local provision.

For informal discussion contact Mr F. Ellison, Senior Careers Officer (Tel. 061 480 4949 Ext. 3894).

CAREERS OFFICER (18 1/2 h.p.w. - Temporary, Maternity Leave cover) £7,311-£9,216 pro rata. Normal range of Careers Officers duties - vocational guidance for young people in schools, placement service for school and college leavers, close liaison with employers and other agencies with full involvement with Youth Training Scheme. Applicants should be qualified Careers Officers.

For informal discussion contact Mr G. Hammond, Senior Careers Officer (Tel. 061 480 4949 Ext. 3881).

Application forms and further details for both posts from the Director of Education, Town Hall, Stockport, SK1 3XE. (Tel. 061 480 4949 Ext. 3813). Closing date: 1/5/87.

STOCKPORT

WAKEFIELD

METROPOLITAN DISTRICT COUNCIL

EDUCATION DEPARTMENT

TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE (TVEI)

APPOINTMENT OF CENTRAL TEAM MEMBER

Scale 4 Teacher - CO-ORDINATOR OF CURRICULUM WORKING GROUP

From September 1987 - August 1991. The successful candidate will be responsible for the Project Co-ordinator for the organisation of IN-SET activities across the project, and the development of Profiles and Records of Achievement.

Application forms and further details are available on request to a stamped addressed envelope, from the Director of Education, 8 Broad Street, Wakefield WF1 3QL. To be returned by the 1st May 1987. 480000 (043581)

WAKEFIELD

METROPOLITAN DISTRICT COUNCIL

EDUCATION DEPARTMENT

ADVISORY TEACHER OF THE HEARING IMPAIRED

Scale 3

Required as soon as possible. Previous applicants for this post will be reconsidered.

Application forms and further details are available on request to a stamped addressed envelope, from the Director of Education, 8 Broad Street, Wakefield WF1 3QL. To be returned by the 1st May 1987. 480000 (043581)

THE NATIONAL NURSERY EXAMINATION BOARD

ASSISTANT DIRECTOR

c.£17,500 - £18,500 p.a.
(under review)

The person appointed to this new post will carry responsibility for assisting with the conduct of the affairs of a major examination and validating body. He/she will play a central role in the Board's development programme to assure the quality of the education and training of those who are intimately concerned with the care of young children in a wide range of settings.

Potential candidates will have the personal and intellectual qualities to develop the Board's schemes of education in this field and will probably have had recent experience in the training of Nursery Nurses at a college of Further Education or further or higher education in nursing, education or social administration. Experience in curriculum development and/or in educational administration will be a considerable advantage.

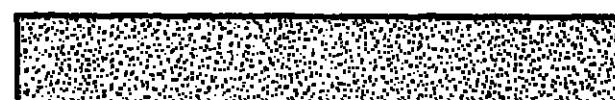
Further details from NNEB, Tel. 031 5454. Closing date for applications 21 April 1987.

The NNEB is an Equal Opportunities Employer. (04325)

Administration General

LONDON WILDLIFE TRUST

requires Education Development Officer. We want to increase awareness of wildlife and the environment in both formal and informal education in London and other urban areas. We need an enthusiastic person to head a small team and make a little go a long way by influencing and negotiating with Local Education Authorities, and developing the Trust's work throughout the educational field. Salary: £9,969 - £10,969. Further details from: LWT, 80 York Way, N1 9AB. Equal opportunities employer/No smoking office. No re-apply. (04325) 500000



ASSISTANT SECRETARY

Applications are invited for this new post from suitably qualified persons with extensive classroom experience in the primary field.

The successful candidate will be based at the Assistant Masters and Mistresses Association's London Headquarters Offices.

He/she will join a team of Assistant Secretaries giving advice and professional support to members of this growing teachers' trade union, and take up the appointment on 1 September 1987.

The salary range will be £11,800 - £17,500 pa (according to experience) plus Inner London Allowance (currently £1,215 pa).

Further details of this newly created post on written request to:

The Joint General Secretaries
Assistant Masters and Mistresses Association
7 Northumberland Street
London WC2N 5DA

or telephone Sally Davies on 01-930 6441.

Closing date for applications: 8 MAY 1987

POSTS IN EDUCATIONAL ADMINISTRATION

Davies's College, London has vacancies for people of good education, seeking first or second appointments in educational administration.

This is an independent sixth form college.

The work is demanding, salaries and holidays are attractive and the environment is agreeable. Word processing is required for one post and accurate typing is always useful.

Please write or ring for details.

Davies's College
66 Southampton Row
London, WC1B 4RY

Bedfordshire Education Service

Senior Area Educational Psychologist

Salary: £16,785-£18,273

Applications are invited from fully qualified Educational Psychologists with substantial experience and management potential, for the post of Senior Area Educational Psychologist based in Luton.

Essential user car allowance loan. Car loan scheme. Approved removal expenses paid.

How to apply: Application forms and further details from DPA Browning CBEMA, Chief Education Officer, County Hall, Bedford MK42 8AP. Or telephone Bedford 83222 extension 2158. Closing date: 29th April 1987

The Council is an equal opportunities employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community.



LONDON AND EAST ANGLIAN GROUP FOR GCSE EXAMINATIONS

EAST ANGLIAN EXAMINATIONS BOARD
LONDON REGIONAL EXAMINING BOARD
UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

GENERAL CERTIFICATE OF SECONDARY EDUCATION EXAMINATION

Appointment of Chief Examiner

Applications are invited for the following appointment for the June 1988 examination. Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years' recent teaching experience. Examining experience is essential. Application forms and further details may be obtained from the address indicated below to which completed application forms should be returned by 30 April 1987.

SPANISH ORAL

Details from: The Secretary, East Anglian Examinations Board, 'The Lindens', Lexden Road, Colchester CO3 3RL (0468)

UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Board invites applications for the following appointment:

Chief Examiner for June 1989

ADVANCED SUPPLEMENTARY LEVEL

FRENCH (Re-advertisement)

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years' recent teaching experience. Examining experience is essential. Chief Examiners' duties include setting question papers, advising on the award of grades and may include the supervision of teams of examiners.

For application forms and further details write to: The Secretary, University of London School Examinations Board, Stewart House (Room 216), 37 Russell Square, London WC1B 5DN. Applicants should enclose a self-addressed foolscap envelope. Completed application forms should be returned by 8th May 1987. Previous applications for this post will be considered with any new ones received. (0174)

WELSH JOINT EDUCATION COMMITTEE

CYD-BWYLLGOR ADDYSG CYMRU

Applications are invited from practising teachers in schools and in Further and Higher Education, and from other persons with recent experience of teaching, for the following appointments:

1987 GCE Ordinary Level

Assistant Examiners in English Language English Literature

Further particulars and applications to be returned by 8 May 1987 may be obtained from G. Lloyd Jones, Secretary, Welsh Joint Education Committee, 245 Western Avenue, Cardiff CF5 2YX. A stamped addressed envelope must be enclosed and the outer envelope should be endorsed Examinations.

PERIPATETIC POSTS

DONCASTER

PERIPATETIC TEACHER FOR THE VISUALLY IMPAIRED

Required as soon as possible. A teacher either full or part time to work on a peripatetic basis with pupils who are partially sighted and who are in mainstream education. Scale 35.

Application forms and further details from: Mr R. H. Education Officer, Doncaster City Council, 351, Victoria Road, Doncaster DN1 3EP. To whom they should be returned by 8 May 1987. (04121) 570000

DONCASTER METROPOLITAN BOROUGH COUNCIL

Required from September 1987. A teacher either full or part time to work on a peripatetic basis with pupils who are partially sighted and who are in mainstream education. Scale 35.

Application forms and further details from: Mr R. H. Education Officer, Doncaster City Council, 351, Victoria Road, Doncaster DN1 3EP. To whom they should be returned by 8 May 1987. (04121) 570000

ESSEX ALEXANDER'S ENGLISH STUDIES

Requires a trained and experienced teacher of English as a foreign language to teach in the first instance from April to the end of August, to teach in the second instance from September to the end of November. The post is residential, in a house in the town of Harlow, Essex. Salary: £12,250 - £12,850. Send SAE for application form to: Mr R. H. Education Officer, Doncaster City Council, 351, Victoria Road, Doncaster DN1 3EP. To whom they should be returned by 8 May 1987. (04121) 570000

QUALIFIED EFL TEACHERS

For 2 and 3-week courses held from mid June until end August in well established British Council recognised full-time College of English house in a residential home. Duties classroom teaching and share in residential home. Current driving licence and interest in sports and crafts are essential. Also non-residential teaching required. Send SAE for application form to: Mr R. H. Education Officer, Doncaster City Council, 351, Victoria Road, Doncaster DN1 3EP. To whom they should be returned by 8 May 1987. (04121) 570000

REDBRIDGE LONDON BOROUGH OF REDBRIDGE

Head of Service: Mrs Carol Edwards
Tel: 01-553 4511

Required from April until end August 1987. Suitable qualified and experienced teachers to teach in the Borough's rapidly developing Language Support Service to teach English as a Second Language in Secondary and Primary schools for one term.

The Authority is committed to the development of a bilingual programme for teaching bilingual children and young people. The Language Support Service is responsible for the implementation of this programme.

Letters of application should be sent to the Head of Service as soon as possible.

Outer London Allowance payable. 710000 (09971)

English as a Foreign Language

For details send name/ address or postcard (Ref. GCE) to: European Language Institute, 10, St. George's Road, Richmond, Surrey TW9 1DY. (08354) 700000

Peripatetic Posts

DONCASTER

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For details send name/ address or postcard (Ref. GCE) to: European Language Institute, 10, St. George's Road, Richmond, Surrey TW9 1DY. (08354) 700000

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